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Garland Junior College (Massachusetts) has developed a course of training for non-professional aides as auxiliary teaching personnel. As part of a trend toward liberalizing staffing patterns throughout the nation, it is expected to ease the shortage of teachers by relieving them of many routine classroom chores. A second purpose is to provide a career ladder for people from disadvantaged groups. Candidates, recruited through schools, social agencies, and community programs, are chosen less for academic success than for such qualities as sensitivity to children's needs, flexibility, interest in achievement, self-esteem, social adaptability, sense of responsibility and leadership, and acceptance of authority. An in-depth interview, with both oral and written questions, is used to discover these attributes. Ideally, the aide is placed in the local school system where the teachers participate in the training program, both as planners and as themselves trainees in the use of aides. Pre-service training takes two to eight weeks and includes workshops, laboratories, seminars, and discussion groups. The in-service training takes one year of supervised on-the-job work, along with workshops and seminars. The aide may work not only in the classroom, but also in the library, in counseling, and in similar areas. (HH)

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a JR. COLLEGE approach

TO

TRAINING AUXILIARY PERSONNEL

IN EDUCATION

JC 680 358

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Junior College's Approach to Training Auxiliary Personnel in Education

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A Junior College's Approach to Training Auxiliary Personnel in Education

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Emphasis. "Parents Star in an Education 'Happening,'" (March, 1968).
"Take a Racial Mix, Add Teacher Aides, Stir Well, and . . . ", (March, 1968).

Thorwald Esbensen. "Should Teacher Aides Be More Than Clerks?" *Phi Delta Kappan.* Vol. XLVII, No. 5, (January, 1966).

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CONTENTS

PREFACE

1. **NEW STAFFING PATTERNS**
   - The Problem
   - Toward New Staffing Patterns in American Schools
   - The Junior College's Role in Training Auxiliary Personnel

7. **RECRUITMENT AND SELECTION**
   - Interviewing the Candidate
   - Teacher Participants

12. **PRE-SERVICE AND IN-SERVICE TRAINING**
   - Curriculum for Pre-Service Training
   - Evaluating the Trainee's Progress
   - The In-Service Program

19. **ROLE OF THE AIDE IN CLASSROOM AND COMMUNITY**
   - The Teacher's New Role
   - The Teacher Aide in the Classroom
   - Other Types of Aides
   - The Aide and the Community

25. **INSTITUTIONALIZATION OF AUXILIARY PROGRAMS**
   - Steps to Insure Institutionalization
   - The Career Ladder

29. **SUMMER INSTITUTES AND RESULTS**

32. **RECOMMENDATIONS AND IMPLICATIONS**

34. **APPENDICES**
   - A. Funding Sources
   - B. Training and Employment Report
   - C. The Semi-Structured Interview as an Instrument for Personality and Academic Assessment in Educational Programs
   - D. General Knowledge Test
   - E. Evaluation of Prospective Teacher Aides

56. **INSTITUTE FORMS**

64. **BIBLIOGRAPHIES**

PREFACE

From 1965 through 1967, Garland Junior College conducted three institutes for the training of teacher aides, funded by the Office of Economic Opportunity and the Boston City Department of Public Welfare. The results of these institutes, together with Garland's fifty years of experience in training auxiliary personnel for education, led us to believe that teams of trained auxiliaries and qualified teachers can substantially improve the quality of education available to every child, on all levels. Garland has been overwhelmed with requests for resource information since news of the first institute was released. In an effort to fill these requests, Garland has set up a consulting service for New England area schools, sent out countless packets of literature, and produced a film, *Teachers' Aides—A New Opportunity,* purchased by Project Head Start and distributed by Modern Talking Pictures, Inc.

An extended grant from the Office of Economic Opportunity has now made possible the publication of this manual which, it is hoped, will spur the development of permanent aide-training programs throughout the United States. Private and community junior colleges are in a unique position to establish effective ongoing training programs. Working closely with local school systems, they can encourage the development of new staffing patterns within American schools — in disadvantaged as well as in more affluent communities.

NEW STAFFING PATTERNS

THE PROBLEM

Since the middle of the last century, when the first compulsory school attendance laws were passed, American schools and the society they serve have changed enormously. The population explosion has been accompanied by the information explosion, and there is much more to be taught to many more pupils. As schools reorganized to meet these new needs, the "paper explosion" occurred — a rapidly increasing number of forms and records which must be kept for each child. With the shift from rural to urban styles of life, and the virtual abandonment of the philosophy that the child is to be seen and not heard, discipline has become increasingly difficult to enforce. Thus the idyllic scenes of schoolroom life found in turn-of-the-century novels bear little resemblance to contemporary portrayals like the following:

> Miss Finch wants you to make this out right away.
> *I'm in the middle of taking attendance. . . .*
> She needs it right away.
> *Excuse me, class.*
> IN THE TWO COLUMNS LABELED MALE AND FEMALE, INDICATE THE NUMBER OF STUDENTS IN YOUR HOMEROOM SECTION BORN BETWEEN THE FOLLOWING DATES—
> *Please don't tilt that chair—Boy in the back—I'm talking to you—Oh!*
> So I fell. Big deal. Stop laughing, you bums, or I'll knock your brains out.
> . . .
> You've got to make out an accident report, Miss Barrett, three copies, and send him to the nurse.
> . . .
> He can sue the whole Board of Education!
> *Perhaps you'd better go to the nurse. And ask her for the accident report blanks. Yes, what can I do for you?*
> Miss Friedenberg wants last term's Service Credit Cards.
> *I wasn't here last term. And what do you want?*
> Miss Finch is waiting for the attendance reports and absentee cards.
> *I'm in the middle of—yes?*
> The office wants to know are the transportation cards ready?
> *The what cards?*
> Bus and subway.
> *No. Yes.*
> . . .
> Excuse me, the nurse says she's all out of accident reports, but she wants the missing dentals.

The missing what?

Dental notes.

I see. And what is it you want?

New change in assembly program. Your class goes to different rows. X2 schedule rows.

I see. And you?

Mr. McHabe says do you need any posters for your room decoration?

Tell Mr. McHabe what I really need is. . . .[1]

One factor in the scene has not changed since the beginnings of American education, however. The teacher is still the only adult in the classroom, the only one considered qualified to handle the incredibly numerous and varied tasks—teaching and non-teaching—now entailed therein. There are endless forms and reports to be filled out, money to be collected, discipline problems to handle, assignments to type and run off, workbooks and papers to grade, restrooms, halls, playgrounds and cafeterias to be supervised, housekeeping chores to carry out, bulletin boards to decorate, staff meetings to attend. In the face of all this, many teachers are forced to shelve plans for fresh, imaginative approaches to old as well as new material and to rely on last year's routines. Inevitably, they become bored and frustrated. In the excerpt quoted here, Miss Barrett is a new teacher on the first day of school; she will eventually become familiar with the demands of her job, but they will continue to cut into the time and effort she can expend on actual teaching.

The effect upon students underscores the problem. Since no one adult can be expected to keep his eye on thirty-five fractious pupils at once, some degree of chaos is bound to continue, as it does in far too many American schools. Purposeless activity and restlessness compound the frustration of the teacher and justify the student's dismissal of school as irrelevant. For a variety of reasons—delayed feedback, too little individual attention, frequent interruptions, and distraction by other pupils—many children absorb only a fraction of the material presented. As a result, a great deal of time is devoted to lengthy reviews, and even the brightest children become so bored with the "same old stuff" that they have tuned out by the time new material is introduced.

An alarming number of able teachers leave the profession each year and fewer talented young people are attracted to teaching. Low salaries, certainly, contribute to the attrition rate; but even substantial increases frequently would not induce talented people to remain where conditions permit them to exercise only a fraction of their capabilities and to achieve only a semblance of their original aspirations. Thus the teacher shortage is intensified, classes grow larger, and each pupil's chance of receiving individual attention steadily dwindles.

Problems are magnified in disadvantaged urban areas by the tremendous cultural gap between the school's personnel and the community they serve. Even when English is nominally the mother tongue of both pupil and

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[1] Bel Kaufman, *Up the Down Staircase* (Englewood Cliffs: Prentice-Hall Inc., 1963), pp. 9-11.

teacher, communication is often impeded by differences in dialect, and basic life experiences. Many children in primary grades are handicapped educationally by lack of pre-school training at home, and need remediation which the teacher has no time to give. Parental attitudes compound the problem. Those parents who have had unpleasant school experiences themselves are often hostile to teachers, and at best regard the school as a convenient babysitter. Thus they resent being called in on disciplinary problems, which to them prove that the school is not doing its job, and they take little or no interest in their children's academic progress. Here too, communication which might overcome misunderstanding is hindered by a seemingly impenetrable cultural barrier and by the teacher's lack of time to spend with parents.

Many teachers have long been suppressing a cry for help because they knew that none was available. Yet among America's unemployed can be found a vast reservoir of human resources—eager, enthusiastic and in many cases well-qualified to work with children: mothers receiving welfare who would be glad to work if there were enough day care centers to care for their children; older women whose families are grown and whose only skill is child-care; high school drop-outs seeking meaningful employment with a future.

Given the present critical personnel shortage in education, it would seem that such people could easily find jobs in the schools which would utilize their special skills and offer opportunity for advancement. Yet, until very recently, school systems offered nonprofessional jobs only to janitors, cooks and secretaries. The only keys to the classroom door were a college diploma and a teaching certificate.

Within the past few years, federal agencies have begun to realize that career opportunities in an increasingly automated society will be found not in industry, but in human service. Accordingly, they have begun to encourage programs which will establish new entry levels to careers in hospital work, social service and education. Gradually, school administrators and educational institutions are recognizing the need to re-evaluate the system's staff structure in the light of present needs and resources. But institutions as large and as firmly established as the American school system are slow to change. Hospitals were the first to respond to federal urging, because it is difficult to deny a need when a life is at stake. The damage created by personnel shortages in the schools is more subtle, but no less dangerous.

TOWARD NEW STAFFING PATTERNS IN AMERICAN SCHOOLS

The use of nonprofessional personnel as auxiliaries in American schools was initiated during the Depression as a response to massive unemployment. Although the program was successful as a stopgap for employment problems, it had no built-in provisions for long range follow-up and was discontinued with the advent of World War II. In the early and mid-fifties, the Ford Foundation funded a series of similar programs, this time with a new orientation. These experiments were designed as a response to teacher shortage and oversized classes, rather than as an attempt to provide work

for the unemployed. Their major aim was to increase teacher effectiveness by freeing teachers from many of their nonprofessional duties. Surprisingly, many teachers reacted negatively to the idea. They objected to the use of available educational funds to pay nonprofessionals, rather than to increase present teacher salaries or hire more professionals. Moreover, many of the auxiliaries hired were insufficiently trained for their tasks, and teachers were not trained to work effectively in teams with their new assistants. Even more important, nonprofessional positions were regarded by both auxiliaries and teachers as menial jobs leading nowhere.

In the mid-sixties, Federal funds became available on a large scale for programs which should have a more lasting impact on American schools.[2] The schools must, of course, eventually absorb the cost of these programs themselves, but it was hoped that the effectiveness of auxiliaries would be proved conclusively during the experiments and that new staffing patterns would become institutionalized. The most important features of the new programs are the emphases on improving the quality of education for all children by increasing the amount of individual attention they receive from adults; on freeing the teacher to experiment with new content and new techniques; on providing a career ladder with training available at each step for those who wish to move up from entry-level positions with academic credit given for work experience; on providing adequate training for both auxiliary and teacher so that they can work more effectively as a team; on incorporating the roles of auxiliary personnel as an integral part of the structure of the school system.

The new emphasis on pre-service and in-service training of auxiliary personnel led to the involvement of institutions of higher learning. The success of the new programs now depends on the cooperation of two-year and four-year colleges, first in establishing permanent training programs for auxiliaries at the entry level, then in providing educational opportunities for those auxiliaries who wish to advance to higher levels within the school system. Moreover, teachers' colleges and departments of education in other universities must cooperate by training prospective teachers to work effectively with auxiliaries.

Garland Junior College, assisted by funds from the Office of Economic Opportunity, has been one of the pioneers in training teacher aides for schools in disadvantaged areas. Through two summer institutes and an eight-week program for welfare mothers, Garland has developed a training philosophy and technique which might serve as a model for other two-year colleges. In this manual, we hope to provide explicit answers to the many questions any institution must ask if it intends to establish a training program. So that when a Miss Barrett says, "Tell Mr. McHabe what I really need . . ." she can complete the sentence: "What I really need is an aide." And get one.

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[2] See appendix A.

As the demand for post-secondary education increases, more and more private and community two-year colleges are springing up throughout the United States. These schools, particularly the public community colleges, are often the first and only institutions of higher learning in their areas, and are looked to by their communities as sources of educational leadership.

Junior colleges have traditionally included teacher training as a major part of their curricula, although most have concentrated on preparing students for transfer to four-year schools of education. In recent years, however, two-year colleges have taken leadership in training auxiliary personnel for human services, and many now offer terminal programs in nursery and elementary school education.[3]

Graduates of these two-year college programs receive an Associate Degree and are qualified to be assistant teachers. The efforts of junior colleges to place their graduates as assistant teachers in local school systems have initiated a trend toward liberalizing educational staffing patterns throughout the country.

Because of its experience in training assistant teachers the junior college, then, seems the institution best suited to initiate and maintain training programs for educational aides. Junior colleges frequently have closer ties to local school systems than do four-year colleges; many are operated by the same board of education and even share faculty members with nearby high schools. Even those junior colleges which do not yet have auxiliary personnel training programs have some experience in teacher education and thus could contribute existing staff and facilities to aide-training programs.

Garland's aide-training institutes were an outgrowth of its permanent two-year training program for assistant teachers, dating back to the school's founding in 1872. Students in the Child Study Department are required to complete courses in curriculum materials, music for children, child psychology, sociology, nursery-kindergarten education and child development, and to complete 360 hours of professionally supervised student teaching in independent schools, cooperative schools, day care centers, settlement houses, or kindergartens.

The most important single factor in our program is the close relationship between the supervisor (a member of the departmental staff), the cooperating practicum teacher, and the student-teacher. The supervisor guides the student-teacher in correlating practical experience with classwork. In individual conferences following each school visit, she assists her in evaluating her role and progress in her practicum. Frequently counseling sessions result in constructive approaches to personal problems which may be interfer-

[3] In 1963, these schools included Anchorage Community College in Alaska; Citrus, Glendale and Mount San Antonio Colleges in California; Mount Vernon Junior College in the District of Columbia; Young Harris College in Georgia; Chicago City Junior College; Chanute Junior College in Kansas; Westbrook Junior College in Maine; Endicott and Garland Junior Colleges in Massachusetts; Coahoma Junior College in Mississippi; El Reno Junior College in Oklahoma; Central Wesleyan College in South Carolina; Freeman Junior College in South Dakota; Vermont College; Puerto Rico Junior College, and the College of Guam. Edmund J. Gleazer, ed. *American Junior Colleges* (Washington: American Council on Education, 1963).

ing with teaching. This type of individual interaction, it is hoped, is transferred to the kind of relationship participants will build with their pupils. The graduate of Garland's program holds an Associate Degree, and is qualified to be an assistant teacher in public or private nursery schools, day care centers and kindergartens, as well as in the primary grades of public or private schools. Many choose to continue their professional training through further study.[4]

Garland's teacher-aide training programs, initiated in the summer of 1965, share the basic philosophy of the two-year assistant program and utilize its facilities and staff, as well as outside staff and consultants. Although Garland had been viewed in the community as a junior college primarily for upper class girls, efforts had long been made to admit a broader cross-section of the community to the student body through scholarship programs. The students themselves encouraged more active participation in the community; more child study majors each year expressed interest in working with disadvantaged children in Head Start classes and day care centers. Concurrently, an effort was made to help expand students' acquaintance with community resources, social agencies, and health and welfare agencies available to families. Acting on the conviction that the whole child can only be seen in his total milieu, Garland's Child Study Department became steadily more involved in community problems within Boston's disadvantaged areas. Among the most critical problems was the shortage of public nurseries and day care centers. Attempts to open new pre-school centers seemed to be thwarted by a shortage of qualified teachers. Because professional training programs did not promise to increase the supply substantially in the foreseeable future, Garland's staff became convinced that the only solution was to train and create openings for nonprofessionals in pre-school education. It also seemed desirable that these nonprofessionals be drawn from the community itself, to help minimize the cultural gap in disadvantaged areas. Although the public schools in the area had long been resistant to hiring auxiliary personnel, members of the Child Study Department felt that aides could be effectively utilized in public schools and have been actively working toward this end for several years. A local community agency, Action for Boston Community Development, approached Garland staff members and suggested that the college submit a proposal for an aide-training program to the Office of Economic Opportunity. After many revisions, the proposal was submitted, accepted, and Garland's first Summer Institute for Training Teachers' Aides was underway.

[4] See appendix B.

RECRUITMENT AND SELECTION

Candidates for the teacher-aide personnel program are recruited through high schools and colleges, social and welfare agencies, community action programs and mass communications media. Screening candidates is a difficult process because one cannot state definitively what constitutes a successful classroom aide. We do know that academic success is not indicative of vocational success in this area; therefore we consider anyone who cares about children, wants to work with them, and is motivated to learn. A future aide may be a grandmother or grandfather with time on his hands, a woman whose children are in school and who wants to earn extra money, or a boy or girl who has dropped out of high school and now wants a job—a job with a future. Candidates vary widely in age, education, and socio-economic status (16 to 60 years old; high school dropouts and individuals with several years of college; middle class individuals and those on welfare). Unlike most screening procedures ours is based on the principle of screening people in, rather than screening people out. We want to include all those who have the ability to work with children. Without the standard criteria for selection (e.g. education, age and socio-economic status), we had to develop a more dynamic basis for the selection of our aides.

In lieu of academic success certain personality characteristics were used as predictors of vocational success. We concluded that the following qualities are essential: sensitivity to children's needs, ability to cope with diversified settings and situations, interest in achievement, feeling of self-esteem, ability to understand and mix with people of different socio-economic backgrounds, sense of responsibility and leadership, and acceptance of authority. Admittedly, these personality characteristics are not easily measured. At the present time there are very few objective tests that give precise measurements of these qualities. Weisz and Smith conducted a study comparing several personality tests and an in-depth interview to determine which was the best predictor of success in this program.[1] The in-depth interview predicted success more consistently than any other instrument used. Consequently, it is the primary technique used in this screening procedure.

INTERVIEWING THE CANDIDATE

The in-depth interview includes both written and oral questions. The two parts of the interview allow the candidate to express herself through more than one media, so that if she cannot express herself well in writing, she still has the opportunity to do so during the oral interview, or vice versa. The written half of the interview may be completed before or after the oral interview. It probes the same attitudes and values as the oral section, but provides an indication of the candidate's degree of literacy and ability to express herself in writing. The oral interview allows the interviewer to get to know the candidate and gives the candidate an opportunity to find out whether she is really interested in becoming an aide. A relaxed atmosphere of mutual trust must be established if the interview is to be productive. The interview should take place in a comfortable environment and privacy should be assured.

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[1] See appendix C.

The interviewer should be a psychologist, educator, or experienced interviewer. Her questions should explore the candidate's attitudes, interests, and feelings. She should be flexible and probe the areas and feelings that seem most significant for each individual candidate.

The oral interview takes about thirty minutes. It is helpful to have a tape recorder so that the interviewer need not record responses and may devote her full attention to the candidate. Each oral and written question elicits a response relevant to one of four variables: achievement motivation, self-esteem, attitude toward authority, and coping behavior.[2] These responses may be scored on a 1-5 continuum or judged more intuitively.

The questions are as follows:

Oral Interview:

1. How did you find out about this program?
2. What interested you about it?
3. What do you expect to learn from this experience?
4. From what you have heard, do you think the program at Garland will be difficult for you?
5. Do you think you will be successful in this program and then, getting a job? If so, why?
6. Do you think you would like to work with children? Have you? Describe.
7. If a child acted very rude or hostile to you and defied you, how would you handle it?
8. Have you ever been away from home?
9. Do you like these questions? What do you think I am looking for in this interview?
10. How would you describe yourself?
11. Do you have any particular problems I should know about?
12. Were there any situations in school or at work that caused you to be frightened, embarrassed or angry?
13. Do people like you?
14. What kind of a person do your friends think you are? Do you agree with this?
15. Are you a patient person? Do you think life is fair?
16. Do you think you are a leader?
17. How easily do you think you make adjustments?
18. Do you think most college girls are snobs?
19. What do you think makes a good teacher?
20. Are rules necessary for students in a training program? How strict?
21. In any school situation we know that students have to make adjustments and come up against difficult situations. Sometimes it is difficult to do assignments or the teacher isn't clear. What would you do if you had a disagreement with one of the other aides? Couldn't do your work? Didn't like the rules? Felt that a child was a spoiled brat?

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[2] The following is a brief description of each variable. The numbers in parentheses following each variable refer to the questions on the oral and written interviews respectively.

a. Achievement motivation (3, 4, 5) (2, 3, 6, 9, 11, 20)

For purposes of coding, achievement motivation was defined as the degree to which

Written Interview:

1. Have you been successful in working with children? Did the children and parents like you?
2. How well have you done in your studies in school? Why?
3. Do you like to study, be in discussions, read?
4. Write a little about your family, your experiences together, your role in the family.
5. What kind of friends do you have? Do you have many friends from other neighborhoods?
6. Do you have high standards for yourself? How well do you expect to do?
7. Are you in good health? Have you been absent much?
8. Have you wanted to work in a profession? What are your goals?
9. Beside work, school, or family chores what else do you do with yourself?
10. What do you like best about school and/or work? What do you like least?
11. Were your parents strict? Were your teachers strict?
12. What would be an ideal fun weekend for you?
13. Do you like to go out with boys (girls) and kiss them?
14. Have you had to take a lot of responsibility at home? What have you done about this? How do you feel about it?
15. Have you ever been a class or club officer?

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each candidate expressed a desire to attain higher achievement or status or compete with others.

b. Self-esteem (4, 5, 10, 13, 14, 15, 16, 17) (4, 10, 15, 16)
Self-esteem was defined simply as the candidate's evaluation of himself ranging from self-abasement to a false sense of superiority.

c. Attitude toward authority (12, 15, 19, 20) (11, 12, 21, 22, 23)
The lower extreme of the scale is criticism of or disrespect for authority; the upper extreme is virtually complete submission to authority.

d. Coping behavior (6, 7, 11, 12, 21) (1, 8, 15, 24)
This was defined as the candidate's ability to cope with situations and to provide adequate solutions to situations. It also measures a candidate's attitude toward life (positive versus negative, optimistic versus pessimistic).

16. What characteristics would you encourage in children?
17. If you had your own child, what would be the four things you would wish most for your child?
18. What relationship do you see between our program and program Head Start and all the anti-poverty programs?
19. Do you think you could become a nurse if you wanted to? Teacher? Doctor? Lawyer?
20. How did you get along with your high school teachers? Describe one you particularly liked and one you did not like (no names).
21. How were the rules in your high school? Fair? Too strict? Too lax?
22. Are teenagers in high school and college given enough freedom? Should they be left more on their own?

The following are examples of acceptable and unacceptable responses to questions from different candidates ranging in age and background:

3. What do you expect to learn from this experience?

Acceptable Responses

"It would give me a chance to really find out if I want it (to be a preschool teacher) . . . I know I want it now. . . . I just think this would give me that much advantage if I was accepted."

"I feel I can learn to give of myself . . . it would help my future career, what I want to do, it will help me make a decision. Working in the summer will help me to make up my mind. I have always been interested in this."

"Well, there are some things that I didn't know about a teacher's aide that would come in handy, you know, to help me on my way."

Unacceptable Response

"Well, maybe not too much, but I don't have any plans for this summer."

7. If a child acted very rude and hostile to you and defied you how would you handle it?

Acceptable Responses

"Well, it depends on what the situation is I guess. I would talk to him and try to find out why he acted this way . . . what's behind the whole situation."

"It depends on what he is angry at me for. I have had children angry at me. One little girl got angry at me because I was talking to someone else. When I went over to play with her, I said, 'Are you angry at me?' She said, 'No' . . . she kissed me and that was it . . . so you find out what was making the child angry."

Unacceptable Response

"I'd spank him. That's the only thing these children understand."

17. If you had your own child, what would be the four things you would wish most for your child?

Acceptable Responses

"Happiness, this would probably be the only thing. I feel that whenever a person is happy he is doing what he wants, likes, and can do."
"To be respectful. To feel free to speak with me whenever he or she wishes. To be healthy and most of all to be happy."
"To be loved and to learn to love . . . all the things I couldn't get . . . respectable, kind, pleasant."

Unacceptable Response

"To learn not to talk back to his betters. To be polite to his employers."

Of course, one unacceptable response does not rule out a candidate. The interviewer must evaluate the candidate in terms of his overall pattern of response to both the oral and written questions. In addition all other available information must be considered before a decision is made.

Additional sources of information used in the screening process are the application form filled out by the candidate and recommendations from high school or college guidance counselors or social workers. The application provides general background information (name, address, age etc.), work experience, and a statement of "Why I want to get into this program." It is the first step in the screening process and is used for the elimination of only the most obviously unacceptable candidates (those under 16 or over 60). Recommendations and school records are also not used against the candidate. Instead, they are viewed as another source which will help us achieve a better understanding of the applicant.

Together, the above instruments give us fairly good insight into the candidate's attitudes, values, and life style. We feel that they enable us to select dedicated, conscientious, mature, sensitive individuals who will function well in our program and who will be an asset to any classroom.

TEACHER PARTICIPANTS

In the ideal program, aides will be placed in local school systems before training begins, and the teachers who are to have aides will participate actively in the training process both as planners and as trainees themselves. The local school systems will select the teachers who will have aides, the number varying according to the funds available. Administrators should be encouraged to select only those teachers who request aides and who are willing to participate in their pre-service training. Teachers who have proved most successful in working with aides have been individuals who are innovative, cooperative, tactful and genuinely helpful in their relationships with other professionals. Those selected should be sincerely interested in having an aide and aware of the problems the new situation may create.

Actual matching of teacher-aide teams need not have taken place before training, but the needs and personal characteristics of participating teachers should be taken into consideration when aides are selected, whenever possible. In some cases, it may be deemed advisable to include teachers in the selection process.

PRE-SERVICE AND IN-SERVICE TRAINING

The training program is a two phase program. The first phase, called Pre-Service Training, may range in length from two to eight weeks and consists of workshops, laboratories, seminars and discussion groups in various content areas. The second phase, called In-Service Training, consists of one year of supervised on-the-job training in conjunction with continued workshops and seminars. The professional staff, educators with practical and/or university teaching experience, social workers, and psychiatrists, set up the guidelines for the Pre-Service program in cooperation with the participating teachers. In the second phase, the In-Service program, the aides will also participate in the planning.

Prior to the workshops, the duties of the professional staff are varied: to gather appropriate materials such as books, films, and tapes; to outline various teaching techniques; to set up procedures for evaluation of the aides and the Pre-Service program itself. A most important job is to assess the needs of each candidate. The candidates, varying in background and capabilities, will benefit from different teaching techniques and varying amounts of exposure to different content areas. Evaluation of the aides by the professional staff and the participating teachers should go on throughout the program and result in revisions in the program and approach whenever necessary.

The team approach is a vital part of the training philosophy and should be stressed throughout Pre-Service. Participating teachers as well as aides will be introduced to team operation through their inclusion in planning the program. During training, the aides, teachers, and program staff members will work as teams in the workshops and seminars gaining practical experience in cooperative effort which will serve as a foundation for an effective working relationship during In-Service.

CURRICULUM FOR PRE-SERVICE TRAINING

The Pre-Service training program, varying according to the needs of the candidates, schools, and their staffs, consists of workshops and seminars in the following areas:

Workshop in the Team Approach to Teaching

This workshop, which utilizes a variety of techniques for exploring human interaction and developing communication skills, is intended as the proving-ground for the teacher-aide relationship. Teams of teachers and aides—

either those who will be working together during In-Service or temporarily matched teams from the same school systems—work under the supervision of the professional staff to map out their respective roles. Utilizing techniques of group dynamics similar to those of sensitivity training, teams will explore their feelings about themselves and their relationships and will share these perceptions by drawing up joint job descriptions and comparing them in class. To gain experience in joint planning, teams work out sample lessons and role-play them for other participants; the spirited critiques which follow are often the most productive part of the workshop. Another useful technique is to have aides draw up interest and talent sheets for themselves, as a springboard for discussion of ways in which teachers can utilize aides' special skills.

Seminar in Dynamics of Child Development

Through discussions, films, a variety of readings, and talks with specialists in social work, psychology and childhood education, aides gain a basic knowledge of the total child in his development. Content should include an introduction to stages of growth and development in normal children between the ages of two and twelve, with emphasis on understanding their emotional, social, and physical capabilities, learning styles and learning disabilities; differences in behavior patterns of children from differing socio-economic backgrounds; peer and family relations; values; self-concepts; observations of children's behavior and methods of record-taking. Role-playing, once more, is a valuable technique for stimulating discussion and understanding of discipline problems. During the seminar teachers should be encouraged to share their experience with aide trainees.

Seminar in Sociology of School and Community Relations

This seminar utilizes lectures, readings, discussions and other techniques to develop understanding of the school's role in the community. Trainees are introduced to the physical and organizational make-up of the schools they will serve, their basic philosophical outlooks, and problems which typically arise in school-community relations. Participants role-play confrontations between parents and school personnel, and discuss ways in which they might deal with problem situations. To introduce trainees to the use of available community resources and agencies, field trips and informal visits with community leaders are utilized.

Curriculum Materials Workshop

Through lectures, films, and workshop experience with materials, aides gain practical experience in methods of teaching children's literature and language arts, music, creative arts, math, and physical and social sciences. Actual contact with young children is helpful, but when Pre-Service does not include a practicum, results can be achieved through role-playing sample lessons. In training aides to explore the possibilities of various media, participating teachers should approach creativity in diverse ways, employing the same techniques they wish the aides to use in working with children. In this manner, aides can learn what children experience in their first contacts with these materials. Talks with audio-visual specialists help to introduce the aide to the use and possibilities of audio-visual equipment.

Seminar in Health, Nutrition and First Aid

In addition to lectures and films on nutrition and the basic rules of good health, teams can draw up nutrition charts, plan well-balanced meals, and discuss the importance of regular medical check-ups. Aides are introduced to available community health resources and their use, and learn how to help families obtain needed medical care for their children. Teams act out the use of first aid principles in staged classroom emergencies.

Remedial Reading Program

Remediation is offered to all trainees as an opportunity to increase oral and silent reading speed and comprehension, as well as to enlarge their vocabularies. Under the guidance of a reading specialist, trainees have an opportunity to record their own progress as they move on to more comprehensive material. The satisfaction of self-direction and increased skill thus gained will transfer itself to the aides' later contact with children.

Since a portion of the aides' duties will be clerical, the curriculum should also include an introduction to the use of duplicating machines and other equipment available in their schools. Participating teachers should bring in samples of record books, forms, and the types of workbooks and papers which aides will be expected to mark. Typing lessons should be available for aides who wish to increase their skills.

EVALUATING THE TRAINEE'S PROGRESS

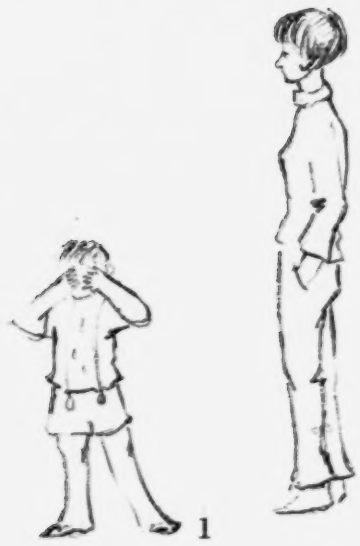
Several assessment techniques are useful in evaluating an individual's areas of strength and weakness as they become evident during Pre-Service. One such instrument used in Garland's program is the GENERAL KNOWLEDGE TEST,[3] which measures the trainee's knowledge of child development and acceptable child-rearing practices in addition to other content areas. This test and a TEACHER APTITUDE TEST may be administered at the beginning and end of the training program and therefore provide a measure of change over time.

The TEACHER APTITUDE TEST is a projective test which depicts four common scenes of child-adult confrontations. For each picture the trainee is asked the following questions:

1. Who are the people?
2. What are they doing?
3. What led up to the situation?
4. What will be the outcome?
5. What will happen in the future?

This test samples attitudes and values and gives the interviewer an opportunity to see how the trainee responds when faced with a specific situation. It highlights the trainee's attitude toward and tolerance of aggression and his attitude toward authority figures. The questions provide a framework to see how flexible the trainee is. Can he take the viewpoint of the accused,

[3] For complete text of this test, see appendix D.



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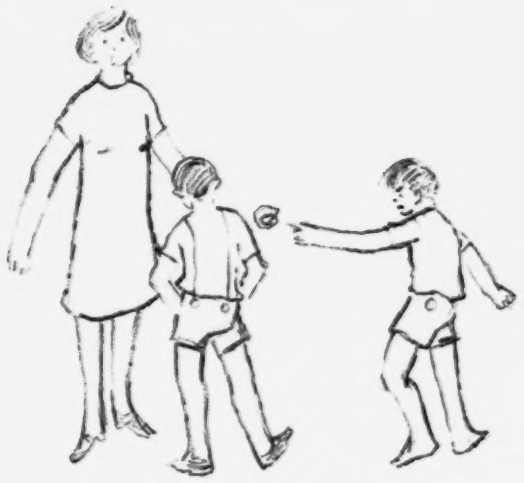

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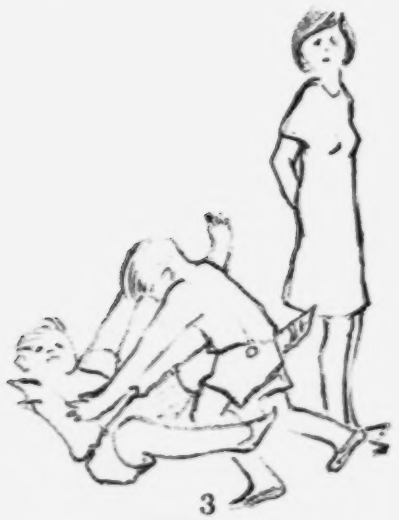

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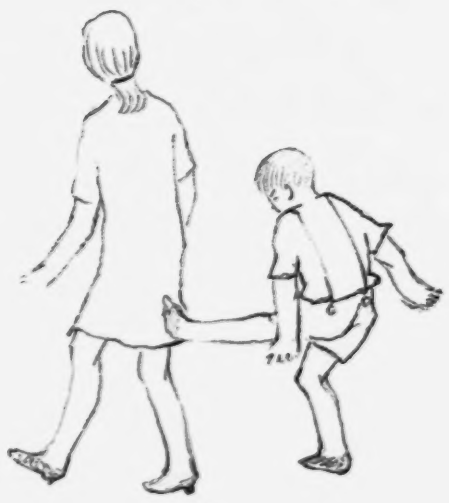

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the accuser, and the authority figure (picture #2)? Can he entertain various reasons why a child might kick an adult (picture #4)? This test also serves as an indication of the trainee's freedom of expression and creativity. The information provided by these tests will help the staff modify the curriculum and prepare the aide for his entrance into the classroom. In addition, aides should be asked to indicate which areas of the program seem most beneficial for them. This assessment and evaluation will result in a dynamic, constantly evolving program.

The transition from the Pre-Service to the In-Service program should be discussed, and both teachers and aides should be prepared for this next step. Both teachers and aides should prepare written job descriptions stating their expectation for the aide's role. These should be discussed and discrepancies in role expectations should be clarified and resolved. The aide should be familiar with the school and class schedule or the schedule of the particular department in which he will work. The teacher or department supervisor should be prepared to introduce the aide to his duties and guide the aide until he is an active part of the class or department.

The strength of this program lies in the In-Service training program which consists of one year of on-the-job training, regular conferences and seminars, and individual counseling. The In-Service phase should be closely supervised by the professional staff, trainer, or supervisory personnel who are able to relate what was covered in the workshops to the aide's daily experiences. Individual conferences between the aides and their supervisors should be scheduled regularly to provide the aide with evaluation and interpretation of his work experience.

A regularly scheduled time (at least twice a month) should be set aside during the day so that aides can attend seminars with other aides and, at less frequent intervals, with mixed groups of aides and participating teachers. Here, they can share their experiences and discuss mutual problems. The following issues and topics should be discussed:

Understanding behavior and learning patterns of individual children.

Understanding communication patterns within the school, e.g., administrators-teachers, teachers-parents, teachers-pupils, teachers-aides.

Understanding and implementing school curriculum.

Becoming aware of available community resources.

Sharing role perceptions: i.e., aides' perceptions of the teachers' role; teachers' perceptions of the aides' role.

Role playing, a technique much used in Pre-Service workshops, is also effective during In-Service seminars as a springboard for discussion of real prob-

lems of discipline or in the aide's own relationship with teachers or peers. In the scenes pictured (p. 17), for example, aides act out a confrontation between a belligerent child and a teacher who is trying to force the child into submission. As the teacher, one aide experienced frustration and anger with the child, while the other aide felt the child's rebelliousness and hostility. By reversing roles, each aide then had an opportunity to experience the other's position. Role playing of this sort not only permits the release of pent-up emotions, often through laughter, but also encourages greater sensitivity to the feelings of others. The discussions which follow help to clarify the participants' thinking on the issues acted out, and alternative solutions to problems often emerge.

Another essential part of the program is the opportunity for individual counseling. An experienced counselor who is also a member of the program staff should be available for individual consultation with each aide. Counseling provides a supportive atmosphere in which the aide can explore feelings and problems that he might not express in the group discussions. Often it leads to a greater understanding of one's own feelings and actions.

Another service available for aides is remedial work in reading and language usage. Because of the wide range of skills and educational background, all aides will not need remedial work. However, it must be available for those who request it. Teacher-aides who will be active participants in the instructional process should be confident that they have the basic skills and knowledge to meet the demands of the class curriculum. Also this type of remedial work may be the necessary first step if an aide is to continue his education.

The Pre-Service and In-Service training programs should be accredited, and these credits should apply toward completion of requirements of a two or four year educational institution. These training programs will provide the basis for the aides' educational philosophy and behavior in the classroom; the teaching methods and atmosphere for communication that they found conducive to learning will be what they carry over to their own work with children in the classroom. We expect the aide to have a broader knowledge of himself and of other people from different socio-economic groups. This, too, should transfer to a much wider understanding of the children, the school, the parents, and the community with whom he is going to work. We hope that this training program will be only the first step for some of the aides. If an individual is a high school dropout he can work to receive a high school equivalency diploma in addition to receiving specialized training such as in the auxiliary personnel program. He can go on to a two year college and advance further at a four year college. Different aides will be on different steps of this career ladder. There is always another step upward to achieve. Information for continuing one's education should be made available, and all attempts by an aide to continue his education should be encouraged and assisted whenever possible.

ROLE OF THE AIDE IN CLASSROOM AND COMMUNITY

Whenever the idea of employing teacher aides is first introduced in a school system, teachers themselves frequently voice the strongest objections. They often feel that their own roles as professionals will be threatened by the presence of another adult in the classroom. This sentiment stems largely from habitual acceptance of traditional staffing patterns in the schools. The business executive is not alarmed when administrative assistants, secretaries, file clerks and mail boys are added to his staff; doctors and nurses welcome the employment of aides, orderlies and technicians. But the teacher, acclimated to the idea of a self-contained, one-man classroom, is accustomed to performing all of the duties required therein—including many which are far beneath the level of his professional training. The addition of an aide will inevitably force the teacher to re-evaluate his own position in the classroom; thus any discussion of the aide's role must include consideration of the teacher's new role as leader of a team.

This is a *very* new role for most teachers, who are so burdened by non-professional duties that they have little experience in group planning and mutual assistance. Although sharing of ideas and constructive suggestions is an ideal in most schools, teachers frequently become isolated within their own classrooms, and teachers' meetings are regarded as gripe sessions and, generally, as a waste of time.

THE TEACHER'S NEW ROLE

What *is* the proper role of the teacher in his classroom? According to many educators, the teacher should be a leader, a decision-maker whose task is to arrange the total learning environment in such a way that the goals of instruction are met. To this end, he should select materials, organize them into units of instruction, analyze the needs of his students, and prescribe the methods best suited to these needs. He oversees and to a large extent determines whatever goes on in the classroom, but he need not perform every task himself. As Thorwald Esbensen, in a *Phi Delta Kappan* editorial, has pointed out:

> As long as teaching is equated with specific overt activity, we shall spend a lot of time trying to decide which physical acts in themselves constitute teaching and which do not. The likely upshot of this will be the formulation of lists of approved and disapproved tasks for which teacher aides can be used. It would be difficult to suggest a more barren approach to the job of instruction.[1]

The teacher must begin to perceive his role as that of leader, innovator, director, and organizer. As one aide in a particularly successful program put it, "We work as a team, with the teacher having authority and responsibility, like the head of a firm or the captain of a ship."[2]

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[1] "Should Teacher Aides Be More Than Clerks?" *Phi Delta Kappan,* Vol. XLVII, No. 5. (January, 1966), pp. 1-2.

[2] Garda W. Bowman and Gordon J. Klopf, *New Careers and Roles in the American School* (New York: Bank Street College of Education for the Office of Economic Opportunity, 1967), p. 19.

The teacher-aide quoted here was a participant in the Detroit Pilot Program to Train Teacher-Aides, an experiment whose follow-up component has produced startling proof of the effectiveness of aides. During a five-year study in twenty-five participating schools, observers actually used stopwatches to map out teachers' typical days before and after aides were introduced. With the use of aides, time spent by teachers "correcting papers was reduced by 89 percent; enforcing discipline, 36 percent; taking attendance, 76 percent; supervising written lessons, 83 percent."[3] With this time thus saved, teachers were able to "increase time spent on lesson preparation by 105 percent; recitation, 57 percent; preparation of homework assignments, 20 percent; moving about the classroom, desk to desk for individual coaching, 27 percent."[4]

Not all programs have been this successful, of course, and the main differentiating factor seems to be the degree to which teachers are involved in planning and the actual training of potential aides. It would be naive not to anticipate friction when a teacher suddenly finds himself "saddled" with a novice aide, and a stranger at that, on the first and busiest day of school. This has been underscored by studies which show that a built-in component of the most successful programs has been a series of discussions, scheduled throughout Pre-Service and In-Service training, to enable teachers and aides to evaluate their mutual perceptions of their roles. When teachers are involved in the training of aides, they themselves receive training in the effective *use* of aides, and a harmonious working relationship is facilitated.

By learning to plan as a team with his aide during Pre-Service and In-Service training, the teacher can transfer his new skills in group interaction to his relationships with fellow professionals—for along with increased time to work together, teachers with aides will have training to use that time more constructively.

In addition to doubling lesson preparation time, as did Detroit teachers, the enterprising teacher-with-aide will find free time to observe other teachers' classes during his free periods, those now-precious moments usually spent on last-minute lesson planning, paper grading, mimeographing, or sometimes exhausted collapse. In the evenings he can pursue further study, attend professional meetings, and work actively with curriculum specialists, perhaps becoming a leader in curriculum development of his own discipline.

In the classroom, the teacher who has an aide finds a more relaxed atmosphere with greater freedom of movement for himself *and* for the child. With greater individual attention given each child, the self-concepts of former "trouble-makers" often change and discipline problems are substantially reduced. Moreover, with the aide acting as liaison, the teacher's relationship with parents becomes closer and more effective.

If teachers on all levels would assess the tasks they perform during a typical day, they could identify numerous instances when the services of a

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[3] *Staffing for Better Schools,* (Washington: Office of Education, U. S. Department of Health, Education, and Welfare, 1967), p. 14.
[4] *Ibid.*

trained aide would be invaluable. The most obvious cases are clerical and monitorial functions such as taking attendance and submitting routine reports; collecting money and homework papers; distributing paper, books and art materials; grading objective tests, quizzes and workbook pages; filing work in children's folders; alphabetizing papers and recording grades; mending books; escorting pupils to nurse, principal or guidance counselor; supervising pupils in hallways, restrooms, cafeterias, playgrounds and bus lines.

Less apparent are the countless ways in which aides can be utilized when the entire teaching environment is restructured, as is often possible with another adult in the classroom. Teachers can plan more ambitious lessons when their schedules are less crowded, utilizing resources which are frequently neglected because there is no time to select and obtain them. With an aide, the teacher can take greater advantage of library film collections—the aide can obtain films and make arrangements for after-school previewing. When the teacher sees free educational materials offered in professional journals, he can ask the aide to write away for them. Working under the direction of the teacher, the aide can write to publishing companies for sample copies of new texts; he can select a group of library books relevant to the unit being taught and supervise their use in the classroom; he can make arrangements for field trips, invite interesting speakers to the school, help to plan and carry out classroom exhibits and displays, and obtain and operate audio-visual equipment.

In a letter to the administrator responsible for placing aides in her school, one teacher has eloquently expressed how beneficial aides can be to the individual child:

> We all have children in our classes who . . . need a great deal of help and supervision. This is impossible for the teacher to give and not neglect the fast learners. I can now devote my full attention to the reading groups without fear of interruptions—always irritating, but impossible to avoid when the teacher is alone. And then, too, I can now direct full attention to the slow learners with the aide to carry on with the follow-up these slow learners need so much.[5]

[5] "Parents Star in an Education 'Happening,'" *Emphasis*, (March, 1968), p. 14.

The effectiveness of the aide as listener and observer cannot be emphasized too strongly. He can benefit pupils simply by serving as an interested adult ear — listening to them explain homework, outline plans for projects, tell stories, describe interests, vent frustrations. One aide, after listening to a child's complaints, discussed the matter with the teacher; agreeing that the boy's argument had merit, the teacher and aide planned a new instructional scheme to circumvent the problem. "He felt comfortable about telling his gripes to me,"[6] the aide remarked later. The aide can serve as a trouble-shooter by merely observing the classroom while the teacher is conducting a lesson; when he notes potential difficulty, he can often quell a disturbance before it starts by quietly helping pupils to settle their differences.

He can work with children who seem unable to relate to other pupils, who are new in school or are having problems at home. He can support children who are easily discouraged or who are frightened by new tasks; he can encourage pupils who show signs of creativity, pointing out exceptionally good work to the teacher. He can help pupils locate information in reference works, and he can draw the teacher's attention to pupils who are hopelessly confused and afraid to ask for help.

The effectiveness of the aide is enhanced when the teacher and administration are responsive to the aide's suggestions. The teacher and his aide should have a quiet time set aside each day to discuss what is going on in the classroom, to plan solutions to problems, and to exchange constructive suggestions.

OTHER TYPES OF AIDES

Although training programs currently emphasize the role of teacher aides, there are many other areas within the school system where trained aides can be of service.

Counselor's Aides assist in the guidance office of elementary and secondary schools, making appointments and often acting as liaison between parents, pupils and guidance staff. They also help with testing by giving out test booklets, monitoring, reading instructions aloud, and timing.

Library Aides help the school librarian catalogue, distribute, and keep track of books. Among other duties, aides write out and distribute late book notices, monitor groups of pupils working in the library, collect fines, and read stories to younger children.

Lunchroom Aides help to serve food, assist with clean-up, operate cash registers, supervise children in lunch lines, and sit and eat with the children.

Audio-Visual Aides assist with scheduling and use of audio-visual equipment, help with cataloguing and distribution of films, filmstrips and records, and help to obtain audio-visual materials from local libraries on loan.

School Nurse's Aides assist with record keeping, help to comfort children, and in some cases escort sick children home from school.

Clerical Aides are of two types. The office clerical aide assists in school administrative offices, filing, delivering messages, calling substitute teachers,

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[6] Garda W. Boman and Gordon J. Klopf, *New Carrers and Roles in the American School* (New York: Bank Street College of Education for the Office of Economic Opportunity, 1967), p. 18.

etc. The classroom clerical aide assists one or more teachers with the purely clerical tasks outlined for the teacher's aide—money collecting, keeping records, operating the duplicating machine, typing, etc.

Monitorial Aides assist in supervising children in playgrounds, bus lines, cafeterias, restrooms, halls, etc.

Laboratory Aides assist in junior and senior high school science labs, helping to set up and care for equipment, order and keep track of materials, and instruct pupils in the basic use of equipment.

Language Aides are essential in schools with bilingual pupils. They must speak both English and the foreign language well, and help both in tutoring English to pupils and in improving communication and understanding between teacher and pupils.

Reading Aides assist the remedial reading teacher, getting books from the library, working with a child who needs personal attention. When the school has a reading laboratory, reading aides will catalogue audio-visual materials and help to set up and maintain machines.

Shop Aides set up and care for machines and materials and instruct students in their use.

Tutorial Aides assist in tutorial programs, obtaining and organizing materials, scheduling meetings, keeping records, etc.

Home-School Aides visit homes, urge parents to attend PTA meetings, look into reasons for pupils' extended absences from schools, make referrals to guidance staff, inform parents of welfare agencies and clinics which might help to solve family problems, and explain special circumstances to teachers and administrators which might help them to approach "trouble-makers."

All aides will have contact with children, teachers, and less frequently, with parents. Therefore, each aide, regardless of his specialization, should take part in the Pre-Service workshops emphasizing child development and relationships among pupils, aides, teachers and community. They should have contact prior to In-Service experience with the specialized personnel with whom they will be working—secretaries, audio-visual specialists, reading specialists, science teachers, shop teachers, counselors, librarians, etc.—and should become thoroughly acquainted with the physical plant of the school. Specialized training should be offered to develop necessary skills, and should be continued during In-Service.

One of the prime objectives of many aide-training programs has been to reduce the cultural gap between the school and the community in disadvantaged areas, either by recruiting parents themselves as aides or by selecting candidates whose socio-economic backgrounds resemble those of the school's parent body. The object of this practice is to set up a two-way channel of communication between school and community wherever possible. When children see in their classroom a parent, someone from the neighborhood, or just someone who looks like "one of us," the school environment seems less alien. As one participant in such a program put it, "It is beneficial for the children to have their mothers or a classmate's mother working in the school. They see that the mothers are interested."[7] The same is true, of course, of big sisters, of big brothers and particularly of fathers—men often make especially good aides, providing a strong male figure with whom fatherless boys can identify. Another objective in using community residents as aides is to help reduce discrepancies between radically different child-rearing styles. In many communities, parents resent the seemingly permissive environment of the schools and express their disapproval within children's hearing—a situation which inevitably sets up a conflict for the child and may lead to a negative attitude toward all learning. As aides, however, parents attain more direct knowledge of what goes on in the classroom and gain insight into the reasons for teachers' methods. Many parents, once they become involved in the teaching-learning process, modify their own child-rearing techniques. Conversely, the aide can acquaint the teacher with the problems and life-style of the community.

Even when aides are not actually parents or community residents, they frequently serve as liaisons by visiting homes of pupils. For example, aides in one Midwestern school system visit the parents of chronic absentees, not to drag the children back to school, but to discover the causes of truancy and to explain to parents the importance of regular attendance. Using aides as liaisons is especially helpful when parents are illiterate or do not speak English and thus cannot write absence excuses or read notes from the teacher. If a child needs glasses and the parents have not attended to the need, aides visit them and suggest welfare agencies and clinics which can be of assistance.

Several welcome fringe benefits accrue when the disadvantaged become aides in the schools. They frequently encourage their older children to remain in school, begin helping their children with homework, buy books and typewriters, and even decide to return to school themselves. Some aides become community leaders, active members of the PTA in their own children's schools; and their enthusiasm stimulates other parents. A more accurate image of the school gradually grows in the community, and as a dormant interest in school problems is awakened, citizens of the area will be less likely to vote down school bond issues. Most important, the aide's own self-image and aspirations are heightened—the first and most important step toward breaking the "poverty cycle."

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[7] "Parents Star in an Education 'Happening'," *Emphasis* (March, 1968), p. 6.

INSTITUTIONALIZATION OF AUXILIARY PROGRAMS

The successful utilization of auxiliary personnel by the schools depends initially upon the support of federal, state and local agencies in providing funds for training and salaries. But since outside funding is usually temporary and uncertain, every effort must be made to encourage the permanent cooperative efforts of all educational agencies and public school systems.

One of the primary concerns of any auxiliary-training program should therefore be to encourage local school systems to change basic staffing patterns, so that the practice of employing auxiliary personnel becomes permanently incorporated into the structure of public and private school education. When trained aides are unable to find employment, as has often been the case in states which limit use of noncertified personnel in the classroom, their training experience is largely wasted. Moreover, their sense of frustration often leads to bitterness against education in general – exactly the reverse of the program's intended effect. The ideal training program will, then, provide employment for its participants prior to training. This practice carries with it a number of advantages. First, it makes possible the joint training of teacher-aide teams who will actually be working together– a method which has proved most effective in previous experiments. Second, it encourages the early involvement of school systems in the program, which leads to permanent institutionalization of the employment of aides. Third, trainees themselves seem to benefit more from training when they are preparing for specific utilization of their skills.

STEPS TO INSURE INSTITUTIONALIZATION

For purposes of institutionalization, the ideal training program may be viewed in four stages:

Pre-Planning

In this stage, initiators of the program must design the program, secure adequate funding, and obtain the support and cooperation of professionals and agencies who will ultimately participate in the program. Funding for previous projects has been supplied by various programs within the Office of Economic Opportunity (Project Head Start, Community Action Programs, Model Cities Projects and others) and within the Office of Education (Education Professions Development Act, among others). Scheuer Funds and Vocational Educational Funds are also available.[1] Many of these agencies supply guidelines for preparation of proposals upon request. The assumption of federal agencies is that programs funded will be pilot projects, and that once success has been established, costs of training and salaries will be absorbed by local school systems, state agencies and institutions of higher learning. Therefore it is vital that local education officials be involved in planning the program and that pre-planning include consideration of long-range goals – specifically, possible methods of supporting aide programs when outside funding is terminated.

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[1] A partial listing of such funding agencies, with their addresses, is found in appendix A. For information on how to apply, see Howard S. Rowland and Richard L. Wing, *Federal Aid for Schools, 1967-1968 Guide,* (New York: The Macmillan Company, 1967).

Stipends must be provided for aides and participating teachers during the Pre-Service training program, and funds for this purpose should be secured from local, state or federal agencies. It may also be advisable to provide salary increments for participating teachers during In-Service, particularly when aide-teacher conferences and seminars must be held during after-school hours.

During the Pre-Planning stage, initiators of the program should undertake a comprehensive orientation program in the local schools, designed to acquaint teachers, administrators and school board officials with the purposes of the program and to provide opportunity for the airing of misgivings or actual resistance to the use of aides. Visits to faculty meetings in schools and to teachers' organizations, talks with administrators and officials, and the distribution of explanatory literature are successful means of resolving doubts and answering questions, and actually stimulate some professionals to become active participants in planning and promoting the proposed projects. Use of mass communications media and organization of state-wide conferences have also proved effective.

In some states, special problems will be encountered because state regulations on hiring educational personnel prohibit the use of non-certified aides in public schools, although positions for aides can still be secured in private schools, nurseries, kindergartens and day-care centers. In these states Pre-Planning should include formation of advisory groups to work toward liberalization of such requirements. Groups should include school personnel on all levels, representatives of teacher organizations, school committees and welfare agencies, when possible, and education specialists from colleges and universities – all well-armed with data from successful programs in other states. An active movement to make hiring practices more flexible has been initiated recently within the U. S. Office of Education, led by Commissioner Harold Howe. Therefore, hopes for liberalization are well-founded.

Planning

Once funding and the support of the local educational hierarchy are obtained, teachers who are to have aides and their schools' administrators are brought in to participate in planning the details of the total program.

Pre-Service[2]

Planning overlaps with Pre-Service to a large extent, since the aide trainees selected will also be included in long-range planning of their In-Service experience. If institutionalization is to be ultimately successful, there must be a complete understanding on the part of aides, officials and teachers alike that professional standards will be maintained and if possible enhanced by the program; aides must therefore be made familiar with these standards and must thoroughly understand the roles they will be expected to perform. Flexibility should be emphasized in any discussion of teacher-aide relationships and roles, so that the individual teams can work out the best possible personal and working relationship for their own situations.

[2] For further information on the process of Pre-Service and In-Service training see Chapter 3.

In-Service

Proper supervision of teacher-aide teams, preferably by a member of the training staff, is desirable if the program is to become a part of the school's structure. In addition, adequate time should be given for counseling, joint planning and discussion by teachers and aides, and conferences among groups of aides. There should be provision for switching of partners as tactfully as possible when personality clashes interfere with team effectiveness, and supervisors should be careful to effect such changes before an unpleasant situation develops.

THE CAREER LADDER

The career ladder is unquestionably a central feature of the program, the one which has the greatest implications in the restructuring of American schools. The ultimate objective, according to U.S. Commissioner of Education Harold Howe, is to "relate the subprofessional role to the professional so that a person can shift from one to the other with greater ease. There are plenty of teachers' aides . . . who would make good teachers . . . if we could provide special training programs for them and persuade the professional establishment to accept their ability to perform professional tasks despite the absence of some of the traditionally required credentials."[3] Commissioner Howe also recommends that credit for work experience be given by colleges and universities, should an aide who lacks traditional credentials wish to pursue further education.

The career-ladder concept is essential to the effective institutionalization of aide programs and should be built into the program from its inception. The career ladder illustrates the various steps and outlines educational requirements for each stage. Auxiliaries may enter at any stage, depending on educational background and experience. At the "Assistant" level, auxiliaries are given more responsibility than aides: in the classroom their functions have more relationship to the instructional process; in the library they may help pupils select books; and in the guidance office they will actually perform limited counseling functions under supervision. "Associates," in all areas, will be given still greater responsibility and will require less professional supervision. "Teacher-Interns" will become involved in actual diagnosis and planning of curriculum and will work with little or no supervision.

Salary increments must be provided at each step of the career ladder, and training should be provided on a work-study basis by local institutions of higher learning participating in the training program. It should be emphasized, however, that auxiliaries should not feel compelled to seek upward mobility if they are comfortable in entry-level position.

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[3] Harold Howe, II, "Why We Need a Change in the Pecking Order," *College Board Review*, No. 66, (Winter, 1967-68), p. 32.

POSSIBLE STAGES IN CAREER DEVELOPMENT

Further study leading to salary increases and leadership positions in the schools.

▲

TEACHER

Completion of requirements for certification on work-study basis.

▲

TEACHER-INTERN

B.A. or B.S. degree and enrollment in college program leading to certification.

▲

ASSOCIATE*

A.A. degree from two-year college program—may be obtained on work-study basis.

▲

ASSISTANT

High School diploma or equivalency certificate; one year's in-service with training provided on work-study basis.

▲

AIDE

Aide-training program.

*Adapted from *New Partners in the American School.* New York: Bank Street College of Education for the Office of Economic Opportunity, 1967. pp. 8-9.

In this manual we refer to the position of Associate as "Assistant."

SUMMER INSTITUTES AND RESULTS

During the summers of 1965 and 1966 Garland Junior College conducted summer institutes, funded by the Office of Economic Opportunity, designed to train teacher-aide personnel for Head Start Programs, day care centers, and public school systems.

The major objectives of the Garland summer institutes were fourfold:

1. To enrich the learning atmosphere for each child.
2. To alleviate the critical teacher shortage.
3. To save the teacher for teaching.
4. To provide employment and opportunity for upward mobility for large numbers of economically disadvantaged people.

The two programs had many things in common. Candidates for both summer institutes were selected on the basis of high motivation, a strong desire to work with children, and an interest in education and community problems. The actual screening procedure consisted of the in-depth interview,[1] standard tests, a medical examination, and recommendations from guidance counselors and social workers.

In 1965, twenty-five trainees ranging in age from seventeen to twenty-one were selected. In 1966 the size of the group was increased to fifty trainees ranging in age from sixteen to twenty-three. Both groups were made up of trainees from diversified racial, cultural, educational, and economic backgrounds. Both summer institutes were six-week, in-residence programs during which time the trainees lived, studied, and worked together.

An important aspect of these programs was the inclusion of twenty hours a week of supervised teaching in an Associated Day Care Services Summer Day Camp. The balance of time was spent in classes, group discussions, and orientation trips. Areas emphasized were child development, curriculum development and materials, teaching techniques, and community relations. Remedial work in reading and language usage were an integral part of the program. Open-ended communication took several forms: group conferences, individual counseling, and bull sessions. Role playing, as one technique, dramatized the often frustrating relationship between the aide and the child and between the aide and the teacher. Examinations of the dynamics of their own conflicts provided the participants with greater insight into the behavior of the children. These sessions also provided a basis for relating educational and developmental theory to practical, day-to-day situations.

The constant feedback between the institutional staff trainees, and practicum teachers resulted in individual attention by every staff member to each student. The trainees were asked several times to evaluate the program and rate which parts were most meaningful and beneficial to them. In addition, staff members were continuously adapting course content and teaching techniques to the needs and capabilities of each trainee. Consequently, these two summer institutes were constantly evolving and changing programs, based on the needs and recommendations of the trainees and the staff.

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[1] See RECRUITMENT AND SELECTION, Ch. 2.

Several months after the 1965 training program ended, a reunion took place at which the graduates reported their In-Service problems and the impact of the institute on them and their families in terms of new personnel aspirations and educational goals. For instance, one of the graduates who came from a poor neighborhood told the group that her younger sister has switched to a college preparatory course because she now wants to continue her education after finishing high school. Another graduate remarked, "I'm beginning to understand the reasons for long range planning—not just settling for what looks good at the moment." And another young aide added, "I get along better with adults because I realize that some of the things I learned about children apply to people of all ages."[2] Although most found the Boston Public School System apathetic and unprepared for their employment, several of the trainees had been motivated to enroll in colleges and received scholarships, and many institute graduates secured positions with Head Start and day care centers.

In the past year considerable change has taken place in public school policy throughout the country concerning the utilization of auxiliary personnel. New York City, Detroit, and other major cities have already instituted the use of auxiliary personnel in their public school systems. The Commonwealth of Massachusetts sponsored a conference stressing the need for auxiliary personnel. This will have far-reaching effects for the implementation of auxiliary training programs throughout Massachusetts. These changes have greatly increased the number of positions available to future graduates of auxiliary training programs.

Several months after the reunion the institute director, Vera C. Weisz and Barry D. Smith, conducted a survey in three suburban school systems which employed aides.[3] These aides varied in educational and economic background, but unlike Garland's aides had not received any training before entering the schools. This study was undertaken to see how the aides were being used in the classroom and to assess the value of the aides to the child, the teacher, and the administrator.

Ninety-seven teachers and thirty school administrators were included in the sample studied. They were asked to fill out a questionnaire designed to determine opinions relevant to various aspects of the role of an aide.

Specifically respondents were asked

1. to evaluate aide usage in general
2. to state specific activities in which aides should and should not engage
3. to state specific reservations concerning the use of aides
4. to state desirable and undesirable qualities of an aide
5. to indicate the best methods for using aides
6. to indicate the grade levels at which aides can be most effectively used.

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[2] Vera C. Weisz and Helen J. Butler, "Training Teachers' Aides At Garland," *Junior College Journal* (April, 1966), p. 7.

[3] Vera C. Weisz and Barry D. Smith, "Administrator and Teacher Assessment of Teacher Aides," unpublished manuscript.

The tabulation of responses to these questions indicated that the administrators and teachers felt that aides are valuable. Most felt that the aides function best in clerical tasks and in the preparation of instructional materials and operation of audio-visual equipment. All stressed that the aide should not be involved in actual teaching of new lessons, although some felt that extra or remedial work with individuals or small groups would be of value. In line with their high evaluation of aides, most respondents had no or only very minor reservations concerning the use of aides.

The findings of this study have important implications for the training of aides, at least in the areas covered by the schools included in this survey. This group tended to agree that it is important to train the aide to work with several teachers simultaneously and to perform largely clerical and mechanical tasks, while having the ability to maintain good rapport with children of primary grade age. In addition, training should include sufficient familiarization with instructional areas to permit the aide to work with small remedial groups. However, the teachers and supervisors felt trainees should be made to understand that they will usually not be expected, and probably will not be permitted, to teach fundamental material to larger groups.

While the present investigation should be of value in guiding training programs in some areas, it should be stressed that needs of administrators and teachers will not be identical in all school systems. The value of the study lies more in the fact that it points out the need for training staffs to assess the needs of school personnel and to present their views to these personnel. The results of such assessments and consultations can be used to design a more adequate training program or to modify an existing one.

The supervisors and teachers sampled in this study based their statements on an experience with aides who had not had any previous training. Consequently, their expectations for and demands of the aides were limited by the aides' lack of preparation and knowledge.

The philosophy in this manual and in Garland's program stresses that the aide can be involved and used most effectively in the teaching-learning process. However, he must be trained to undertake these tasks just as the teacher must be trained to effectively utilize this additional resource person. The Pre-Service program, which emphasizes a joint educational experience for aides and teachers, lays the groundwork for the team approach. Both teachers and aides gain experience working as members of a team, sharing, planning and implementing responsibilities. The teacher as the leader of the team becomes more aware of the aide's ability to undertake various tasks and becomes more comfortable about delegating responsibilities to the aide. Results from our training programs and others lead us to believe that the auxiliary personnel program is a successful means for alleviating long-standing problems that have jeopardized the development of quality education for the individual child.

RECOMMENDATIONS AND IMPLICATIONS

The programs and views set forth in this manual are ambitious but practical guidelines. Different school systems will have different requirements and, consequently, will modify the program according to their specifications. Regardless of modifications, there are certain conditions and recommendations which we feel are essential for the successful implementation of any program. They have been implied throughout this text and are listed below as a convenient summary.

1. In order to be effective, the aide training program must be the result of a joint planning effort of the school committee, teachers' union, school faculty and administrators, junior and senior colleges in the area and community action programs. Newspapers and other mass communication media should be used to publicize the program and aid recruitment.
2. People varying in age, race, sex, education, and experience should be considered as possible candidates, but preference should be given to individuals from hard core poverty areas.
3. A variety of tests can be used for screening, but most standard tests are heavily weighted in the verbal sphere and consequently tend to screen out possible candidates. They are also expensive and do not really measure qualities that relate to success in this area. We recommend an interview approach which allows the interviewer the opportunity to probe and explore feelings and attitudes relevant to this type of work.
4. The professional staff should be dedicated to a cooperative team teaching approach and should be able to experiment and implement new educational concepts.
5. Both aides and teachers should receive stipends during the Pre-Service program and both the Pre-Service and In-Service programs should be accredited.
6. In an extended Pre-Service program, ranging from four to eight weeks, a supervised work experience is still an essential part of the program.
7. A wide variety of instructional techniques should be used in Pre-Service and In-Service programs — for example, case studies, demonstrations, films, tapes, role playing, discussions, and workshops.
8. The trainer-consultant in the school system should also supervise and evaluate the aide. Evaluation and feedback are essential for improvement and should be an on-going process throughout the program.
9. The professional training staff should teach the teachers and the aides in the same way they want them to teach the children, i.e., stimulate curiosity, challenge them, and be flexible enough to adapt teaching techniques to the needs of the individuals involved in the program.
10. Being an aide can be the first step in the career ladder. Junior and senior colleges must have open door policies, waiving standard criteria for selection, so that aides may continue to advance up the ladder.

The implications of an auxiliary personnel training program are far reaching not only for the individuals involved, but for the community and educa-

tional institutions in the area. Both should recognize these implications and be ready to respond to them.

1. Four year colleges must be prepared to give future teachers experience as active members and leaders of a teaching team.
2. Junior colleges will provide the main thrust of auxiliary training programs. They must be prepared to provide facilities for continuing education of aides and to provide teaching and consultation services for all school systems that request them.
3. A consortium of junior colleges should be formed to coordinate resources for further upgrading the training of professional and auxiliary personnel.
4. With teachers freer to teach, quality education for all children will evolve. Communities will be willing to put more money into schools if they see progress and change.
5. The teacher-aide program provides an opportunity for research into areas which have long needed investigation and illumination. Among the questions which need investigation are the following:
   What are the most successful teaching techniques?
   What is the type of classroom atmosphere that fosters optimum intellectual, social and emotional growth?
   What is the maximum student-adult ratio for an effective educational experience?

APPENDIX A

Funding Sources

The following list of federal assistance programs is offered as a guide to those who seek funding for training programs or for programs which will enable aides to advance on the career ladder. Many of the programs have specific requirements—e.g., some offer funds only to state agencies, some only to programs which deal exclusively with the disadvantaged. For further information on these programs, see the *Catalog of Federal Assistance Programs,* available through the Information Service of the Office of Economic Opportunity, or write to the specific program at the address provided.

Education Professions Development Act
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C. 20202

New Careers Program
Bureau of Work Programs
U. S. Department of Labor
Washington, D. C. 20036

Manpower Development and Training Program
Office of Manpower, Policy, Evaluation and Research
Manpower Administration
U. S. Department of Labor
Washington, D. C. 20210

Work Experience Program
Office of Special Services
Bureau of Family Services
Welfare Administration
U. S. Department of Health, Education and Welfare
Washington, D. C. 20201

Improving Education of Educationally Deprived Children
Office of Education
U.S. Department of Health, Education and Welfare
Washington, D. C. 20202
(or contact Chief Program Officer, Title I ESEA, c/o state education agency)

Community Action Programs
Office of Economic Opportunity
Washington, D. C. 20506

Vocational Education Grants
Division of Vocational and Technical Education
Bureau of Adult and Vocational Guidance
U. S. Office of Education
Washington, D. C. 20202

Full Utilization of Educational Talent Program
Director, Division of Student Financial Aid
Bureau of Higher Education
Office of Education
Washington, D. C. 20202

College Work-Study Grants
Division of Student Financial Aid
Bureau of Higher Education Facilities
Office of Education
Washington, D. C. 20202

Educational Opportunity Grants
Division of Student Financial Aid
Bureau of Higher Education Facilities
Office of Education
Washington, D. C. 20202

Scheuer Funds
Department of Labor
Washington, D. C. 20036

Neighborhood Youth Corps
Bureau of Work Programs
U. S. Department of Labor
Washington, D. C. 20036

Supplementary Educational Centers and Services
Director, Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U. S. Office of Education
400 Maryland Ave., S. W.
Washington, D. C. 20202

Adult Basic Education Program
Division of Adult Education Programs
U. S. Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202

APPENDIX B

Garland Junior College
Child Study Department

Training and Employment Report

The average age of students, all girls, taking the Child Study major at Garland Junior College is between nineteen and twenty. These girls are screened before being accepted into the major. The Evaluation of Prospective Child Study Majors check list is sent to their house advisors, to faculty members of their choice, to both the Academic Dean and the Dean of Women. Each girl is also interviewed by the Chairman of the Child Study Department.

Most of the students are placed as assistant teachers in independent schools, cooperatives, day care centers, and occasionally in privately owned nursery schools. They also have been hired as directors or assistant directors in hospital playrooms. The following is a summary of placement statistics for the last five years:

1962 – 43 majors	20 placed in schools, 9 as head teachers
	9 transferred to 4-year colleges or 1 year apprenticeship
	14 unaccounted for

Their salaries ranged from $1,000 as an "apprentice" teacher to $2,800 as head teacher. These figures are approximate "guesses" as we do not have a regular placement office.

1963 – 38 majors	11 placed in schools, 3 as head teachers
	18 transferred to 4-year colleges or 1 year apprenticeship
	9 unaccounted for
1964 – 43 majors	22 placed in schools, 4 as head teachers
	13 transfers
	8 unaccounted for
1965 – 34 majors	12 placed in schools, 4 as head teachers at $3,000
	11 transfers
	11 unaccounted for
1966 – 51 majors	23 placed in schools, 4 as head teachers
	17 transfers
	11 unaccounted for
1967 – 39 majors	21 placed in schools
	13 transfers
	5 unaccounted for

Salary range in this group is from $1,800 for assistant teacher to $4,000.

Types of schools represented are typical of all placements in any year: independent, cooperative, day care center, hospital playroom, and national research center.

APPENDIX C

The Semi-Structured Interview as an Instrument for Personality and Academic Assessment in Educational Programs

In order to determine the most economical and efficient means of screening candidates, Weisz and Smith studied the capacity of several standard and new techniques to predict success in this vocation. The sample consisted of the fifty candidates trained in the 1966 summer institute.

Predictors of success consisted of the following instruments:

1. General Knowledge Test – This test was developed specifically for use in the present investigation. It consists of items from a number of specific content areas which combine to give a single score for each student. This test was administered at the beginning and end of the program. The pre-test was used as a predictor variable and the post-test as a criterion variable. (See Appendix D).
2. Gordon Personal Profile – This is a standard measure of three variables: responsibility, sociability and emotional stability. It was administered at the outset of the training program employing standard forms and procedures.
3. Differential Aptitude Test – This test, administered at the outset of the program under standard conditions, yields several scores. Only the overall score indicating "general intelligence" was used in this investigation.
4. The in-depth interview which consists of 21 oral and 22 written questions was the fourth technique studied. The four variables measured by the in-depth interview are: achievement motivation, coping ability, self-esteem, and attitude toward authority. (For a complete discussion of this technique and these variables see Chapter II.)

Judgments of success in this program were based on:

1. General Knowledge Post-Test.
2. Teacher Rating Scale – At the end of the program each teacher rated each candidate on a number of personality variables such as warmth, cooperativeness, etc. (For complete list see Appendix E.)
3. Grade Point Average in the program.

Results

The best single predictor across all three success criteria was the variable, achievement motivation, measured by the in-depth interview. This variable correlates more highly with grade point average in the program than did I.Q. as measured by the Differential Aptitude Test. Other variables which correlated significantly with final grade point average included self-esteem, coping ability, attitude toward authority, and responsibility.

The best predictor of ratings obtained on the Teacher Rating Scale were scores obtained on coping ability and attitude toward authority. The third criterion of success, the General Knowledge post-test, was most highly correlated with responsibility, with attitude toward authority and coping ability as close seconds.

It is obvious that both intelligence-aptitude and personality-motivation factors are important for success. In addition aptitude measures produced, as could be expected, generally higher correlations with success criteria than did personality factors. Thirdly, among the personality variables studied, those predicting success reliably were achievement motivation, coping ability, self-esteem, and attitude toward authority. Responsibility also predicted General Knowledge post-test scores and grade point average but fell down in predicting teacher ratings.

It was concluded that although the other measures yielded significant correlations in many instances, the variables measured in the in-depth interview were the most consistent predictors of success in this program. Although I.Q. contributes to and predicts the attainment of a high grade point average, the motivation to do well correlates even greater. In fact a high achievement motivation might well compensate for a low I.Q. (i.e., low for the sample studied). On the basis of these results, the authors felt that the most efficient and productive method for future use in screening would be the in-depth interview.

APPENDIX D

GENERAL KNOWLEDGE TEST

This is a test of your knowledge in a number of subject areas. It consists of two major sections.

In Section I, each question is multiple-choice and is followed by 5 lettered alternatives. Select the single *best answer* to each question, and mark the corresponding letter on the IBM answer sheet provided.

Instructions for Section II precede that section. Try to answer as many questions as possible. If you aren't sure of an answer, but think you have an idea, guess. However, don't make wild guesses.

No one is expected to get a perfect score.

1. Do social-economic factors affect the development of young children?
   a. In some instances
   b. Not relatively important
   c. Economic factors most important
   d. All environment factors affect the child
   e. Social factors most important

2. Good home-school relationships are important for the development of young children.
   a. May be important
   b. Not important
   c. Helps to understand the children's needs
   d. Only important when child is difficult to handle
   e. Is only important to teacher

3. Is a good nursery school program beneficial for all young children?
   a. Varies with age levels

b. Depends upon the needs of the child
c. Yes
d. For the culturally deprived families
e. For children during periods of economic stress

4. Do we teach art at nursery school?
   a. With specific instructions in use of materials
   b. Only in some areas
   c. We give the children materials and let them create
   d. Yes
   e. No

5. Do children need limits set for the use of creative materials?
   a. Definitely should be restricted in their use
   b. Only a few basic limits needed for safety purposes
   c. Yes, as they become creative faster
   d. No limits necessary
   e. Yes, because little children do not know what they are doing

6. It is best to have only one creative activity for a week at a time.
   a. Yes
   b. No
   c. Helps children form a firm concept of the activity
   d. Only at five year level
   e. Only if it is an activity geared to children's needs at a given time.

7. Would you read the same story to three's, four's and five's?
   a. The same story would not interest three and five-year-olds
   b. All ages like fairy stories
   c. A few stories are appropriate for all levels
   d. Three-year-olds only like stories about animals
   e. Four and five-year-olds are ready for the same stories

8. Should children be required to remain with the group during story period?
   a. Yes
   b. Depends on individuals in the group
   c. No
   d. Should be encouraged to participate
   e. Yes and should be forced to do so

9. Are children interested in traditional stories in nursery school and kindergarten?
   a. Prefer modern stories
   b. Depends on age level
   c. Heritage of the past
   d. Depends on story material
   e. Too frightening for this age level

10. When if at all should a science program be begun in nursery school?
    a. At the beginning of the year
    b. Only after instruction from the teacher in the four-year-old class

c. Depending upon the mental abilities of the children and their needs
d. Only if all the children want to participate
e. At several times during the year

11. Should science be introduced to three-year-olds?
    a. Science is too hard to understand at that age
    b. Three-year-olds are not interested
    c. Yes, three-year-olds love it
    d. Science is a necessity for all and starting young is good
    e. Can be introduced to benefit child in relating himself to his environment

12. In teaching science to a four-year-old class a teacher would most want to promote
    a. Orderliness
    b. Interest but definite goals
    c. Group participation
    d. Obedience
    e. Creativity

13. If you took your children to a museum would you
    a. Show them a little of everything
    b. Show them a selected number of pre-seen things on a couple of floors
    c. Have a guide take them around
    d. Let them go on their own
    e. Show them something that would last only about fifteen minutes

14. Is science necessary for nursery school?
    a. No, children form concepts of science easier at a later age
    b. Science is detrimental for children in nursery school in regard to their creativity
    c. Science is unnecessary, human relations are more important
    d. Science is necessary in the early years because concepts should be formed correctly at an early age
    e. Science is necessary in the early years in order to promote future science

15. The ultimate aim of a curriculum course would be
    a. Develop an appreciation of how children work with creative art material
    b. Learn and develop an awareness of creativity in both the child and teacher
    c. Help the teacher to learn to work with these materials
    d. Become acquainted with different types of literature and science materials
    e. Learn to plan a schedule for running classes that plan for the development of the child throughout the year

16. The primary aim of selecting a story is to

a. Acquaint the children with books they will have to be reading in a few years
b. Teach the children phonetic sounds and basic words
c. Have a story that fits the individuals and the group
d. Repeat a story so many times they learn it from memory
e. Look for a book with big pictures and few words

17. When selecting equipment for and setting up an outside play area
a. Cement is very important to have for wheel toys
b. Plan for all active play
c. The area should be all grass
d. There should be a housekeeping area for play with dolls and for dressing up
e. Regulate areas of activities

18. Is it a good idea to have animals in nursery school?
a. Yes, it furthers the children's knowledge of the treatment of animals
b. No, cannot be enough supervision in the handling of the animals
c. No, unsanitary
d. No, the children may abuse the animal
e. No, the interest wears off too quickly

19. Should a teacher encourage reading in a three-year-old group?
a. Yes, it builds their intellect
b. Yes, it prepares them for reading in later years
c. No, there are more important things to learn
d. No, three-year-olds are unable to grasp reading concepts
e. Yes, it keeps them occupied

20. Should children be able to play outside without supervision?
a. Yes, gives them more responsibility
b. Yes, when they are old enough to walk they're old enough to play by themselves
c. Yes, they should get to know the other children better
d. No, you never can tell what might happen
e. No, they are not capable of doing anything by themselves

21. How many teachers are necessary for a group of twenty three-year-olds?
a. Two teachers and one aide
b. One teacher for every five children
c. One teacher for every eight children
d. Depends on needs of the group
e. Four teachers and two aides

22. Should children be allowed to distribute juice and crackers?
a. Only children that the teacher feels are capable
b. Definitely not
c. Depends upon age and maturity of the group
d. Only five-year-olds
e. Definitely yes

23. Are field trips beneficial to nursery school and kindergarten children?
    a. They get too excited and get out of hand
    b. They get too tired
    c. Children like to observe things they have talked about in class
    d. Only with their family
    e. If there are at least two chaperones in case of emergency

24. Should all nursery school children be allowed to toilet together?
    a. No, boys and girls should be separated at bathroom time
    b. No, they will get distorted ideas of sex
    c. Yes/no, it depends on the individual children and their age level
    d. No, the teacher may get embarrassed
    e. Yes, they should become aware of the sexual differences

25. Do you think water play should be allowed at preschool level?
    a. No, the children can become all wet
    b. There are too many chances of the child slipping and falling
    c. It releases some of the child's tensions and widens the child's dramatic activities
    d. No, it results in too big a cleaning-up job for the teacher
    e. Water play leads to toilet accidents and free water play at home

26. The average reading rate for high school seniors is:
    a. 300 words per minute
    b. 200 words per minute
    c. 500 words per minute
    d. 600 words per minute
    e. 400 words per minute

27. The average reading rate for college freshmen is:
    a. 600 words per minute
    b. 300 words per minute
    c. 400 words per minute
    d. 500 words per minute
    e. 280 words per minute

28. The average reading rate for adults is:
    a. 340 words per minute
    b. 450 words per minute
    c. 380 words per minute
    d. 240 words per minute
    e. 540 words per minute

29. The best definition of *fixation* in reading is:
    a. A lingering over ambiguous sentences
    b. The ability to use the eye as a camera
    c. A pause which permits assimilation of material read
    d. The ability to focus the eye efficiently
    e. The automatic response to a visual stimulus

30. A *topic sentence* enables us:
    a. To determine the subject matter of a paragraph
    b. To separate generalizations from illustrations
    c. To read with less attention to details
    d. To concentrate more on learning details and examples
    e. To determine the subject matter of a chapter

31. Visual training is:
    a. Of very little value to the reader

b. No longer considered important
c. Actually more harmful than helpful
d. Frequently the basis for dramatic changes in reading ability
e. Universally deplored by reading specialists

32. *Supporting evidence* has the following specific use:
a. To provide documentation for important generalizations
b. To inspire the reader to do further research
c. To provide amusing anecdotes for comic relief
d. To impress the reader with the author's knowledge
e. To provide a broad base for scholarly speculation

33. *Word signals* aid comprehension by:
a. Breaking the monotony of uniform sentence structure
b. Eliminating lengthy explanatory sentences
c. Organizing non-essentials into recognizable units
d. Focusing attention on semantic variations
e. Focusing attention on important features of the author's outline

34. In reading, ability to recognize the *author's* outline:
a. Is now considered to be overrated as a comprehension skill
b. Is the mark of the skillful reader
c. Has no relationship to one's rate of reading
d. Has no relationship to one's degree of comprehension
e. Is seldom effective in the understanding of science textbooks
f. Is usually the result of months of practice

35. *Qualifying words* are a constant challenge to faster reading because:
a. They are so easily recognized
b. They usually say one thing but mean another
c. They frequently control the real meaning of a sentence
d. They change the subject in an obvious way
e. They lack any real force in the sentence

36. All but one of the following are *prefixes:*
a. In
b. Pre
c. Ment
d. Anti
e. Ante

37. All but one of the following are *suffixes:*
a. Aceous
b. Ant
c. Itis
d. Mony
e. Cata

38. All but one of the following are *word roots:*
a. Vert
b. Phil
c. Graph
d. Post
e. Clud

39. The distance from the eye to the printed page, with normal vision, should be:
a. 14-16 inches
b. 24-26 inches
c. 20-22 inches
d. 12-12 inches
e. 18-20 inches

40. All but one of the following are *prefixes:*
    a. Circum
    b. Sub
    c. Port
    d. Super
    e. Intra

41. All but one of the following are *suffixes:*
    a. Tion
    b. Cious
    c. Gress
    d. Fully
    c. Tive

42. All but one of the following are *word roots:*
    a. Spec
    b. Ous
    c. Ject
    d. Script
    e. Rupt

43. *Vocalization* means that the reader:
    a. Has the ability to remember what he has read
    b. Moves his lips as he reads silently
    c. Moves his lips as he reads orally
    d. Surpasses his age group in reading rate
    e. Mentally listens to the words being pronounced

44. The *inner voice* affects the reader in all but one of the following ways:
    a. It slows down his reading rate
    b. It seldom exceeds 570 words per minute
    c. It stubbornly resists attempts at correction
    d. It is overcome by highly motivated readers without professional help
    e. It enables the reader to achieve an unsually fast rate of comprehension

45. All but one of the following are *reversals:*
    a. Blned
    b. Huose
    c. Count
    d. Caoen
    e. Cnaoe

46. The *perfectionist:*
    a. Prefers to take unlimited time without regard to accuracy
    b. Prefers carefully controlled time limits
    c. Prefers to take unlimited time to get the right answer
    d. Prefers a fast rate to accuracy
    e. Prefers guesswork when there is unlimited time

47. *Self-image* refers to:
    a. The tendency of people to ignore public opinion
    b. The tendency of people to overestimate the importance of public opinion
    c. The tendency of people to perform according to preconceived self-estimates
    d. The tendency of people to overestimate their own abilities
    e. The tendency of people to perform without reference to preconceived self-estimates

48. *Mixed dominance* is involved in all but one of the following situations:
    a. Being left-handed and right-eyed
    b. Being right-handed and left-eyed
    c. Being left-footed and right-handed
    d. Being right-footed and left-handed
    e. Being right-handed and right-eyed

49. The factor most likely to be responsible for behavior problems is:
    a. Small stature
    b. Too much spending money
    c. Emotional instability
    d. Conflict
    e. Presence of a stepfather

50. The mental age of a child indicates:
    a. His mental maturity
    b. His brightness
    c. His physical development
    d. His special abilities
    e. His personality

51. Daydreaming in children is:
    a. Always a helpful practice
    b. Always a harmful practice
    c. Usually a defense mechanism
    d. Sure sign of mental illness
    e. A mark of genius

52. That a given situation is not equally frustrating to all people depends chiefly on:
    a. Difference in their motives
    b. The pressure of other persons
    c. Intelligence differences
    d. The implicit attitudes
    e. Ethnic background

53. As a teacher's aide in nursery school you should:
    a. Immediately establish a new routine
    b. Follow the routine with which the children have been accustomed
    c. Prepare an inflexible class schedule
    d. Curtail free play as much as possible
    e. Endeavor to solve all problems yourself and not consult class teacher

54. The teacher's aide learns best by:
    a. Participating in all classroom activities
    b. Teaching an exceptionally large group at the beginning
    c. Solving all classroom problems by herself
    d. Conferring with other teachers' aides instead of with the group teacher
    e. Directing all role playing in her classroom

55. Transition period in nursery school refers:
    a. To the change from late nursery school to early kindergarten
    b. To the change from morning session to afternoon session
    c. To the change from one activity to the next
    d. To the change from poor attendance to regular attendance
    e. To gradual personality adjustments within the classroom

56. A field trip will have educational value for a group of children:
    a. If the trip has a definite bearing on the material which is being studied
    b. Regardless of the size of the group; the larger the group the greater the effect
    c. Whether or not the places visited bear any relationship with the material being covered in the classroom
    d. If the places visited are situated more than a mile away
    e. Only if items are collected on the trip

57. A successful class demonstration depends on all the following *except:*
    a. Careful preparation by the teacher
    b. Adequate supply of materials for the demonstration
    c. Proper arrangement of the room so that every student can see clearly what is being demonstrated
    d. The teacher explaining what she is doing as she proceeds, highlighting the key words that best describe the steps in the process
    e. All conclusions are volunteered by the teacher

58. Role Playing
    a. Is an unrehearsed acting out of a situation by a group
    b. Is particularly effective for nonparticipants
    c. Should be confined only to the older children
    d. Should not be encouraged in the nursery school since these children lack free expression
    e. Should at all times be teacher directed

59. In case of a necessary absence from school a teacher's aide:
    a. Should discuss the absence with her roommate
    b. Should notify the director in the early morning
    c. Need not inform the director but report to her when she returns
    d. Need not prepare her assignment
    e. Should apologize to the children when she returns to school

60. Good voice quality is particularly valuable to a teacher's aide for all the following *except:*
    a. Her voice is an example of good speech for and with children
    b. Her voice may be helpful in stimulating children to think
    c. Her voice causes the children to be overstimulated and excited
    d. Her voice by its intonation can aid in matters of discipline
    e. Her pleasing voice aids to the attractiveness of her total professional personality

61. A teacher's aide will profit most from her teaching experience if she:
    a. Tries to solve all possible problems that confront her
    b. Seeks out constructive criticisms
    c. Refuses help and suggestions
    d. Develops strong likes and dislikes for those she teaches
    e. Criticizes other teachers

62. A well-planned nursery school program is primarily designed:

a. To be overly demanding
b. To meet the needs and interests of each child and the group as a whole
c. To show how expert the teacher may be
d. To examine the effectiveness of classroom activities
e. To involve only the slow learner

63. In establishing a relationship with children, the teacher's aide should:
a. Be overly absorbed in the activities in which the children are engaged
b. Force herself upon them
c. Let her relationships with them grow naturally out of working together with them
d. Make the first step in getting acquainted
e. Answer their questions indirectly

64. In setting up the housekeeping area the teacher's aide should:
a. Discourage the use of water in the housekeeping area
b. Remain in the housekeeping area during free play
c. Set up housekeeping area to stimulate dramatic and imaginative play
d. Discourage children's help in tidying up doll's corner
e. Make the housekeeping area out of bounds for some children

65. The most effective way to encourage creativity in nursery school is:
a. Allow a selected few to use scissors
b. To select the colors and shapes of paper for children
c. To have available material packed away in cupboards
d. Be alert to provide good guidance and different props when the child's interest shows the need

66. For a teacher's aide to control outdoor play effectively, she should:
a. Stand near children on climbing apparatus
b. Leave playground any time she wishes
c. Wait till every apparatus is set up before the activities begin
d. Take care of injuries without reporting to the teacher before or after
e. Concentrate on one child at a time

67. Conferences with the supervisor or teacher are necessary:
a. Only when she makes mistakes and needs only to be told about them
b. To explain the students' successes
c. For sharing newly-learned knowledge about individual children and deciding together what will be best for the group
d. Only after problems have arisen
e. Only if weaknesses are greater than strengths

68. In helping with the lunch schedule the teacher's aide should adhere to all of the following *except:*
a. Make atmosphere natural and homelike

b. Discourage too much conversation
c. Help children concentrate on eating without nagging
d. Encourage as much conversation as possible
e. Help children clean up spills

69. In dealing with a parent, the teacher's aide should adhere to the following *except:*
a. Be patient
b. Avoid critical remarks
c. Be as informal as possible
d. Be extremely friendly
e. Do all the talking–do not solicit comments from parents

70. Which of the following is not considered the right professional attitude towards work:
a. Punctual and regular attendance
b. Appropriate dress for indoor and outdoor activities
c. Keeping the teacher informed about her current class materials
d. Attends pre-planned conferences with class teacher because she has nothing better to do
e. Carries out her assigned responsibilities conscientiously

71. Which of the following factors does not agree with guidelines for selecting nursery school books:
a. A book should be carefully illustrated
b. A book should have very plain cover
c. A book should have bold print
d. A book should have simplicity of style and vocabulary
e. A book should have stories related to their own experiences

72. The statement which is incorrectly related to the developmental status of the four-year-old is:
a. Plays well in groups
b. Cannot draw recognizable objects
c. Runs, jumps and climbs fairly well
d. Takes simple responsibilities
e. Is very sociable

73. Discipline at rest periods is successful if the teacher:
a. Holds children on their cots
b. Is calm, relaxed and speaks in very low tones when necessary
c. Allows children to move around the room
d. Is playing records which are not suitable for this period
e. Shouts across the room to a child

74. For admission to nursery school a child should be:
a. Toilet-trained and able to talk clearly
b. Healthy and normal in every way
c. Mature enough to separate from his mother
d. From a home with severe problems
e. Above average in intelligence

75. A teacher should be:
    a. A mother substitute, more loving and kind than real mothers
    b. A firm disciplinarian to mold children for kindergarten
    c. A mild and patient person who enjoys children
    d. An objective and impersonal educator
    e. A loving adult who plays a helping role in a child's development

76. Parents should be:
    a. Involved in the nursery school to help them understand their child and his growth
    b. Kept out of the nursery school so that teachers have a free hand to do what is best
    c. Given report cards because they should know how bright or slow their child is
    d. Told only the good things about their child so they will be encouraged
    e. Called in for talks only when things are going badly so they can discipline the child

77. A full-day nursery for working mothers differs from a half-day school in that:
    a. A full-day must substitute completely for home life
    b. A half-day school is just for fun and recreation
    c. A half-day school is for education, while a full-day school is for custodial care
    d. A full-day school must provide for more of the child's basic needs
    e. The children are obviously from different economic classes

78. The best school is:
    a. The one with the finest equipment
    b. The one with the best teachers
    c. The most expensive
    d. The neatest and cleanest
    e. The one with the most space

79. Learning occurs best when:
    a. Praise and pleasant stimuli are given for all attempts
    b. Praise is given only for complete success
    c. Praise is given only to best achiever to stimulate others
    d. Mistakes are pointed out and criticized
    e. Learning is enforced by identical repetition

80. A long-range program for a nursery school should be based on:
    a. The needs and abilities of the children
    b. Careful sequential steps leading toward reading
    c. The seasons and holidays
    d. Developing obedience, orderliness, and manners
    e. A uniform plan for all pre-schoolers

81. A good daily schedule for a nursery school:
    a. Can be made up fresh each day because children are unpredictable

b. Includes repetitive drill and review
c. Is divided up into short periods because children have short attention spans
d. Has large blocks of free play time because children learn through play
e. Depends on the mood of the children and the teachers

82. Parent-teacher meetings:
a. Are for professionals to teach parents how to raise children
b. Are the ideal time to discuss each child's progress
c. Should help parents explore child development
d. Should avoid child-rearing problems and be purely social
e. Are a waste of a teacher's valuable time because most parents don't show up

83. Unstructured play materials are:
a. Materials not used to build structures
b. Those that can be taken apart and put together again
c. Useless because they have no form of their own
d. Valuable because they have no form of their own
e. Less valuable than ones a child can take home

84. A housekeeping corner is a place for:
a. Teachers to structure ideal family life
b. Children to learn good manners
c. Girls to practice housekeeping skills
d. Children to re-create their ideas of family life
e. Boys only when they have special problems

85. Children's paintings should:
a. Reflect the teacher's training of methods
b. Relate to something the children have learned that week
c. Be realistic only in general form and color
d. Be a source of satisfaction to the child
e. Be done over if they paint outside the lines

86. Children who can't carry a tune should be:
a. Given something else to do at music time
b. Asked to listen when the group sings so they can learn
c. Included uncritically in all music activities
d. Drilled carefully in private
e. Checked by a doctor for hearing defects

87. Science for pre-school children:
a. Can be taught in their everyday play
b. Cannot really be taught because they are too young
c. Is possible because of their ability to memorize
d. Should be limited to nature study
e. Can be taught in brief daily periods

88. In addition to pleasure and information, books in the nursery school can provide:

a. Opportunity to study the alphabet
b. Memory drill
c. Practice in sitting still and paying attention
d. Means of keeping children occupied
e. Vocabulary stimulation

89. The best outdoor equipment is:
a. That which stimulates the most varied activity
b. That with which no accident can ever happen
c. Any that can be used on asphalt
d. Swings, slide and jungle gym
e. Just sunshine and fresh air

90. Field trips or excursions are:
a. Important because they enlarge children's first-hand experiences
b. Inappropriate because pre-schoolers are too young
c. Important because the children need fresh air
d. Inappropriate because the children should be in school learning
e. The responsibility of parents

91. Toilet arrangements in the nursery school should be such that:
a. Boys and girls toilet separately
b. Each child is assured privacy
c. Children don't have to wait in line longer than three minutes
d. Children can gain some knowledge of sex differences
e. Supervision at all times limits sexual curiosity

92. The teacher should set limits because:
a. Children become anxious when there are no limits
b. Parents expect their children to be disciplined
c. She does a better job if the children are controlled
d. The child isn't old enough to have his own way
e. She is the authority figure and must be respected

93. Negativism in children should be handled by:
a. Telling the negative child what you *don't* want him to do, so he'll reverse it
b. Reasoning and explaining
c. Maintaining authority firmly and consistently
d. Distraction, substitution, or giving possible choices
e. Reporting it to parents immediately

94. When children fight, the teacher should:
a. Let the children settle it themselves
b. Help them to talk over their problems
c. Punish the aggressor
d. Defend the smaller child
e. Punish them both

95. A child who plays by himself in nursery school:
a. May be readying himself for fuller group life
b. Is recognizable as a child with problems

c. Should be constantly urged to join others
d. Is not mature enough for school and shouldn't be there
e. Is the most self-sufficient and should be encouraged

96. Nursery school standards in Massachusetts are set by:
a. Federal government
b. State government
c. Town or city government
d. Public school system
e. Owners of schools

97. The background of a good nursery school teacher should include:
a. Some medical or nurses' training
b. Study of classroom procedure and discipline
c. Study of child development and education
d. Special training in at least one of the arts or crafts
e. Children of one's own

98. The important difference between a teacher and a teacher's aide is:
a. The extent of her background in early childhood education
b. Difference in general education, including number of degrees
c. Difference in age
d. Seniority in a school or system
e. Salary and prestige

99. The work of a teacher's aide is:
a. General housekeeping and care of equipment and materials
b. Handling bathroom procedures and other non-educational tasks
c. Assisting the teacher in any teaching task
d. Separate drill for children who need extra help
e. Observation except when otherwise directed

100. True education of the young child starts:
a. In kindergarten
b. At birth
c. In first grade
d. In nursery school
e. When he learns to talk

101. A scientist discovers new facts by:
a. Consulting the writings of Aristotle
b. Thinking about probabilities
c. Debating questions with his friends
d. Referring to related works
e. Observation and experimentation

102. A scientist thinks that he understands why a certain cause produces a certain effect, but he refuses to accept his explanation until he has collected adequate data. This scientist therefore seems to possess:
a. Common sense
b. Scientific knowledge
c. Scientific attitude
d. The correct solution to his problems
e. The ability to rationalize

103. Early man first succeeded in separating science from magic when he:
a. Imitated nature in his art work
b. Buried the dead near fires
c. Developed speech

d. Originated ceremonies to deal with the gods and demons
e. Produced a priesthood to control the calendar

104. Logic, both inductive and deductive, is a necessary part of scientific thinking but its conclusions must be:
a. Tested by experiment
b. Accepted beyond question
c. Based upon a few observations
d. Accepted whenever the scientist presenting the theory is an authority in his field
e. Immediately put into practice

105. The main aim of science is:
a. To uncover facts
b. To disprove laws
c. To search for the truth
d. To prove reality
e. To show that science is not a dynamic discipline

106. A scientific law is a well-substantiated:
c. Theory
a. Experiment
b. Hypothesis
d. Observation
e. Inference

107. The process by which green plants use carbon dioxide to build carbohydrates during sunlight is termed:
a. Transpiration
b. Respiration
c. Photosynthesis
d. Symbiosis
e. Regeneration

108. An organism is:
a. A collection of tissues like the stomach
b. A group of similar cells
c. A living unit found in nature
d. Anything living that has a nucleus
e. All of the above

109. The most abundant gas by volume in the atmosphere is:
a. Oxygen
b. Water vapor
c. Carbon dioxide
d. Hydrogen
e. Nitrogen

110. The most active gas in the atmosphere is:
a. Helium
b. Oxygen
c. Nitrogen
d. Argon
e. Carbon dioxide

111. An instrument which is used to measure wind speed is:
a. Wind vane
b. Anemometer
c. Theodolite
d. Barometer
e. Maximum-minimum thermometer

112. Which of the following terms refers to the amount of water vapor in the atmosphere?

a. Air pressure content
b. Density
c. Evaporation content
d. Humidity
e. Condensation

113. An *essential* part of a flower is the:
a. Stamen
b. Petal
c. Sepal
d. Peduncle
e. Calyx

114. An element which is always present in organic compounds is:
a. Oxygen
b. Nitrogen
c. Carbon
d. Phosphorous
e. Sulphur

115. Which one of the following languages is universally used for biological classification?
a. German
b. Swedish
c. Greek
d. Latin
e. English

116. The nearest planet to the sun is:
a. Venus
b. Earth
c. Mercury
d. Mars
e. Jupiter

117. A solar eclipse occurs:
a. At full moon
b. When the earth casts its shadow on the sun
c. Mostly at the crescent phase
d. When the moon casts its shadow on the earth
e. Only during the summer months

SECTION II

In this brief section, each question is true or false. If the answer is *true*, mark answer *a* on the IBM sheet; if the answer is *false*, mark *b* on the IBM sheet.

1. Children release feelings of anger, grief, and rage in overt behavior. Teacher's goal is to restrain forcibly these actions so that self control may develop.
2. A child's self-image in part is developed by the personal relationship his teacher establishes and maintains with him.
3. Pre-schools, in close cooperative relationship with home and parents, can be primary agents for mental health.
4. Teachers need to understand themselves in order to understand their children.
5. Group experience is most profitable only if children can receive individual care when they need it.
6. Good pre-school programs must be flexible; therefore, only minimum planning is necessary.

7. Withdrawal or retreat from situation may indicate insecurity on part of child.
8. Limits are necessary for all children.

APPENDIX E

EVALUATION OF PROSPECTIVE TEACHER AIDES Date _____ is interested in becoming a teacher aide. Would you be so kind as to fill in as much of this evaluation form as you can? In some areas, you may not feel that you know the girls as well as in others. With the information and judgments collected from several sources, this should help us in estimating her chances of success in this field.
Characteristics Code: 1 = below average, 2 = average, 3 = good, 4 = excellent

	CODE	COMMENTS
Vitality & Physical Stamina		
Attendance		
Physical Appearance		
Voice		
Leadership Potential		
The respect of others		
Concern for others		
Tact		
Warmth		
Cooperation		
Self-Confidence		
Patience		
Adaptability		
Reliability and Punctuality		
Ability to use criticism		
Tolerance of other's opinions		
Initiative		
Creativity		
Objectivity		
Use of leisure time		
Industry		
Motivation & Enthusiasm		
Imagination		
Intellectual Curiosity		
Ability to Communicate		
Ability to think independently		

Do you feel that this girl is suited to be a Teacher Aide? Please comment. (You may use reverse side)

Note any additional pertinent information. (You may use reverse side)

The following forms were developed and used in the teacher aide training programs at Garland Junior College.

AUXILIARY PERSONNEL QUESTIONNAIRE — ADMINISTRATORS

Up to the present time, the goals of training programs for auxiliary personnel (aides) have been largely determined by the staff of training institutions. The following questionnaires are part of a survey designed to permit modification of training programs to conform more closely to the goals of the administrators and teachers with whom trained aides will actually be working. The questions are thus designed to allow you to evaluate the use of auxiliary personnel in the school system. Your answers, together with those of other professionals, will be given careful consideration in evaluating and modifying the Training Aides to Teachers for Preschools and Kindergartens Program at Garland Junior College and related projects across the nation.

Name _____ Date _____

Position _____ Sex _____

School _____

1. With how many aides have you had experience? _____
2. What is your opinion of aides in general?
   - very valuable _____
   - somewhat valuable _____
   - neutral _____
   - not too useful _____
   - useless _____
3. List the specific tasks which you feel the aide should do
4. List specific tasks and/or areas in which you feel the aide should not be involved
5. What reservations (if any) do you have about the use of aides in the school system?
6. How do you feel aides can best be used in the school?
   a. assign one or more aides to each teacher _____
   b. assign one aide to "float" among several teachers _____
   c. assign several aides to "float" among several teachers _____
   d. other (specify) _____
7. In what grade(s) could the aide most profitably be used? (check 1 or more)

Grade		Grade		Grade	
preschool	_____	third	_____	junior high	_____
kindergarten	_____	fourth	_____	senior high	_____
first	_____	fifth	_____		
second	_____	sixth	_____		

8. What qualities are most desirable in an aide? (e.g., friendliness, etc.)
9. What qualities are least desirable?
10. Assuming that funds were available, what is the probability that you would employ aides in your school? (check one)
    - _____Definitely
    - _____Probably
    - _____Perhaps
    - _____Probably Not
    - _____Definitely Not
11. Please make any comments or suggestions you may have concerning teacher-aide training programs, the use of aides in the public schools, or related topics (use reverse side or additional pages if needed).
12. Please check any of the following in which you would be interested:
    - _____Attending a discussion of aides and aide-training by Garland Summer Institute staff members.
    - _____Attending one or more seminars on aide training and employment.
    - _____Further information concerning the aide-training programs at Garland and other institutions.
    - _____Names of trained aides currently available for employment.

AUXILIARY PERSONNEL QUESTIONNAIRE — TEACHERS

Up to the present time, the goals of training programs for auxiliary personnel (aides) have been largely determined by the staff of training institutions. The following questionnaires are part of a survey designed to permit modification of training programs to conform more closely to the goals of the administrators and teachers with whom trained aides will actually be working. The questions are thus designed to allow you to evaluate the use of auxiliary personnel in the school system. Your answers, together with those of other professionals, will be given careful consideration in evaluating and modifying the Training Aides to Teachers for Preschools and Kindergartens Program at Garland Junior College and related projects across the nation.

Name _____ Date _____

Position _____ Sex _____

School _____

1. With how many aides have you had experience? _____
2. What is your opinion of aides in general?

   very valuable _____
   somewhat valuable _____
   neutral _____
   not too useful _____
   useless _____

3. List the specific tasks which you feel the aide should do.
4. List specific tasks and/or areas in which you feel the aide should not be involved.
5. What reservations (if any) do you have about the use of aides in the school system?
6. How do you feel aides can best be used in the school?
   a. assign one or more aides to each teacher _____
   b. assign one aide to "float" among several teachers _____
   c. assign several aides to "float" among several teachers _____
   d. other (specify) _____
7. In what grade(s) could the aide most profitably be used? (check 1 or more)

Grade		Grade		Grade	
preschool	_____	third	_____	junior high	_____
kindergarten	_____	fourth	_____	senior high	_____
first	_____	fifth	_____		
second	_____	sixth	_____		

8. What qualities are most desirable in an aide? (e.g. friendliness etc.)
9. What qualities are least desirable?
10. Have you ever had an aide(s) working under you? Yes No
    If **Yes,** please specify the conditions (number of aides, period of time, evaluation of the situation) continue on other side of page if necessary.
11. Please make any comments or suggestions you may have concerning teacher-aide training programs, the use of aides in the public schools, or related topics (use reverse side or additional pages if needed).
12. Please check any of the following in which you would be interested:

    Attending a discussion of aides and aide-training by Garland Summer Institute staff members.

Attending one or more seminars on aide-training and employment.
Further information concerning the aide-training programs at Garland and other institutions.
Names of trained aides currently available for employment.

FOLLOW-UP QUESTIONNAIRE FOR AIDES

The following questions are designed to allow you, as an experienced aide, to give us some of your opinions. Your answers will be given careful consideration in evaluating and modifying our training program and will be kept strictly confidential.

Name ..... Date .....

School Where Working ..... Grade Level .....

School Address .....

Teacher .....

1. To what extent has your training been of direct value in your work?
   very valuable — not too useful
   somewhat valuable — useless
   neutral
2. What specific tasks do you generally do in your job? (List in order of frequency with which you do the tasks.)
3. What changes in the training program could have been made to provide training which would have been more directly applicable to your present job?
4. What specific tasks do you feel the aide should do?
5. List specific areas in which you feel the aide should not be involved?
6. How do you feel aides can best be used in the school?
   a. Assign one or more aides to each teacher
   b. Assign one aide to "float" among several teachers
   c. Assign several aides to "float" among several teachers
   d. Other (specify)
7. At present, would you prefer to (check one):
   a. Continue working as an aide indefinitely
   b. Become a teacher
   c. Go on to college
   d. Do some other type of work (specify below)
8. What is your present salary?
9. Do you feel that your present salary is adequate? Yes No
10. If not, what do you feel the minimum should be?
11. Please complete the attached forms.
    Any additional comments?

FOCUSED DEPTH INTERVIEW

NAME

1. Have you been successful in this program?
   Explain how in the following:
   a. course work:
   b. student teaching
   c. in residence:
2. Have you applied yourself to studying?
3. In what ways have you changed:
   a. attitudes:
   b. feelings:
   c. ideas:
   d. future goals:
4. Write briefly about your philosophy for working with children.
5. Have you discovered something about yourself you didn't know before?
6. Name the strengths and weaknesses of this program.
7. What did you dislike most while you were here?
8. What did you like best while you were here?
9. What kind of a person do your dormmates think you are?
   a. What kind of person do your Summer Institute friends think you are?
10. Describe yourself briefly.
11. What do you think makes a good teacher?

12. Do you think school can be fun:
    a. for you?
    b. for young children?
13. What do you like about working with children?
14. Do you think most college girls are snobs?
15. Do you think you are a leader?
16. Are you a patient person?
17. What characteristics would you encourage in young children?
18. Do you think you make adjustments easily?
19. If you had your own child, what would be your four wishes for your child?

STUDENT TEACHING REPORT

Name of Student ..... Due Date.....
Organization and Address .....
What are her strong points?
What are her weak points?
What is her attitude and relationship to the children?
Do you consider this student Fair Good Excellent

Signed .....
Position .....

Garland Supervisor's Comment:

Please check those characteristics which you have had an opportunity to observe. If you prefer to write your own evaluation of the students rather than use the check list, please feel free to do so. **This report will be used in conferences with the students at the college, and we hope that you will discuss it with her also. Confidential information should be given on a separate sheet.**

Characteristics Code: 1 = below average
2 = average
3 = good
4 = excellent

	CODE	COMMENTS
Possibility of growth as a teacher and a person		
Emotional balance		
Professional attitude		
Judgment and common sense		
Ability to think independently		
Adaptability		
Accepts criticism		
Imagination		
Initiative		
Objectivity		
Dependability		
Cooperation		
Tact		
Warmth with children		
Sensitivity to recognize causes behind behavior		
Power to encourage, stimulate and inspire children's interest		
Ability to secure orderly room atmosphere		
Loyalty		
Personal appearance		

PROCESS OBSERVATION FORM

Please complete all relevant items separately for each observation. Be specific and detailed wherever possible.

Observer .....

Date .....

Situation

Class	Field
Seminar	Trip
Residence	Other (specify)

Environmental Description

1. Seating Arrangement (chart)—note positions of significant persons (instructor, self, etc.).
2. Persons present and number of each type:

Type	Number
Aides	
Staff	
Leaders	
Children	
Other (specify)	
Total	

3. General Setting
   A. Indoor or outdoor
   B. Type of room
   C. Specific outdoor location—describe in detail.
4. Name of instructor (if classroom) or teacher (if field).

Content of Instruction

1. Information that is being given.
   A. What specific lesson is being taught?
   B. Is the learning relevant to:
      (1) Aide-training specifically
      (2) General academic
      (3) Other (specify)
2. Skills that are being developed:
   A. What specific skills?
   B. Are the skills relevant to:
      (1) Aide-training
      (2) General Academic (reading, etc.)
      (3) Other (specify)

Methods of Instruction

1. Type of procedure (lecture, discussion, role-playing, etc.)
2. Type and extent of interaction
   What are the extent and types of specific interactions occurring in the situation being observed?
   A. Among aides with instructor present
   B. Among aides with instructor absent
   C. Between instructor and aides as a group
   D. Between instructor and individual aides
   E. Between aides and children (field observation)

In each of the above cases, give specific examples and a brief analysis of the interaction which occurred. Also, give general impressions and any additional information or analysis that you feel may be of value (use reverse if necessary).

Leadership Seminars

1. List speakers, giving the following information for **each** speaker:
   A. Topic (title and general description)

B. Name and position of speaker
C. Main points made by speaker
D. Discussion of topic:
   (1) What specific questions were raised?
   (2) What arguments were presented pro and con the speaker's points?
   (3) What points were raised by members of the group?
2. What other topics were discussed relevant to the Institute in general, classroom work, field work, leader-aide interaction, etc.?
3. Note any other interactions occurring among members of the group.

Residence

In addition to any of the above which appear to be relevant, note the following.

1. To what aspects of the situation do the aides react positively?
2. To what aspects do they react negatively?
3. Are there particular leaders in the situation? How do the other aides react to the leaders?
4. What qualities make leaders in this situation? What are the characteristics of those chosen as leaders?

Evaluation

1. To what extent and in what specific ways was the situation observed relevant to learning to be a teacher-aide?
2. To what extent and in what ways did the situation further movement toward the general goal of training effective teacher-aides?
3. Give any other thoughts you may have in the form of observations, analysis of the situation, evaluation (positive or negative), etc. Use additional sheets if necessary.

STUDENT EVALUATION SCALE

Instructions

This form will give you an opportunity to evaluate the Garland Summer Institute Program in retrospect. Your answers will be used to help us improve the program and for research purposes. This will be kept strictly confidential.

Each question, except the last, is followed by five alternatives, each preceded by a blank. For each question, place a check (√) in the blank beside the alternative which **best describes** your opinion.

NAME ..... DATE .....

1. How difficult was the course work? (Check one)
   - Very easy
   - Fairly easy
   - Neither too easy nor too difficult
   - Fairly difficult
   - Very difficult
2. How much **new** material do you feel you learned in course work? (things you didn't already know)
   - Almost everything new
   - More new than not new
   - About half and half
   - More not new than new
   - Almost nothing new
3. How much did you enjoy the course work?
   - Very enjoyable
   - Fairly enjoyable
   - Neutral
   - Only slightly enjoyable
   - Not at all enjoyable
4. How valuable do you feel the course work is to you in actual work as an aide?
   - Very valuable
   - Fairly valuable
   - Somewhat valuable
   - Not too valuable
   - Not at all valuable

5. How difficult was the field work? (Check one)

Very easy
Fairly easy
Neither too easy nor too difficult
Fairly difficult
Very difficult

6. How much new material do you feel you learned in field work? (things you didn't already know)

Almost everything new
More new than not new
About half and half
More not new than new
Almost nothing new

7. How much did you enjoy the field work?

Very enjoyable
Fairly enjoyable
Neutral
Only slightly enjoyable
Not at all enjoyable

8. How valuable do you feel the field work is to you in actual work as an aide?

Very valuable
Fairly valuable
Somewhat valuable
Not too valuable
Not at all valuable

9. How much did you enjoy the residence program?

Very enjoyable
Fairly enjoyable
Neutral
Only slightly enjoyable
Not at all enjoyable

10. If given a second choice, would you still enter the Summer Institute Program?

Yes
No

11. In general, how much did you enjoy the Program?

Very enjoyable
Fairly enjoyable
Neutral
Only slightly enjoyable
Not at all enjoyable

12. Write in your own words what you think of the program in retrospect. Note good points, bad points, what you think needs to be changed, etc.
(You may use the reverse side of the page, if necessary.)

ACTIVITY QUESTIONNAIRE FOLLOW-UP

NAME AGE
PRESENT ADDRESS
TELEPHONE NUMBER
MARITAL STATUS
CHILDREN—NUMBER SEX OF CHILDREN
WHERE EMPLOYED
TYPE OF WORK
PRESENT SALARY STARTING SALARY
OTHER PROFESSIONAL ACTIVITY
EDUCATIONAL EXPERIENCES SINCE 1965 SUMMER INSTITUTE
COMMUNITY PARTICIPATION (CLUBS, ORGANIZATIONS, CHARITIES)
IF YOU ARE NOT WORKING AS AN AIDE, EXPLAIN. WERE YOU OFFERED OPPORTUNTIES?
YES NO WHERE?
WHAT SALARY?
FUTURE PLANS

In what ways have you found the Summer Institute training helpful since leaving the Institute? Describe in detail one or more specific incidents in which you used your training. What was the situation? Who was involved? How did you handle it?

Application for Admission
Summer Institute

Please complete this application. Type or write clearly with a pen. You may have guidance counsellor or other adult help you if necessary. You may feel free to telephone the Summer Institute office if you have any question about this form or the program. The telephone number is as follows: 266-7585, extension 52.

I hereby apply for admission to the Summer Institute to be held at Garland Junior College from June 23 to August 5, 1966.

NAME ..... (first) (middle) (last)

HOME ADDRESS ..... (street and number) (city or town) (state) (zip code)

TELEPHONE .....

PLACE AND DATE OF BIRTH ..... (city and state or country) (date)

RECOMMENDED BY .....

ADDRESS .....

WHERE, HOW OR THROUGH WHOM DID YOU HEAR OF THIS PROGRAM?

.....

IF YOUR MAILING ADDRESS DIFFERS FROM YOUR HOME ADDRESS PLEASE WRITE IT BELOW

.....

Father's Name (in full) ..... Tel.....

Home Address .....

Name of Firm or Company ..... Tel.....

Address .....

Position in Firm or Occupation .....

Mother's Name ..... Tel.....

Home Address .....

Occupation of Mother (if any, other than housewife) ..... Tel.....

Address .....

Names of Guardians or Step-parents ..... Tel.....

.....

Address .....

Name and address of one academic reference .....

.....

Name and address of one personal reference .....

.....

EDUCATION

Secondary Schools

(Name) (Address) (Date)

1. .....
2. .....
3. ..... Date.....

Diploma from .....

College ..... (Dates)

(Name) (Address) Date.....

Degree .....

It is understood that for extraordinary reasons acceptance may be cancelled on or before May 30th.

Acceptance is subject to a medical examination, including a blood test and x-ray as required by State Law.

A personal interview at the College is required for all applicants. Please call 266-7585 extension 52 to arrange for an interview.

A stipend will be given to candidates who are accepted.

Please state in your own handwriting why you have chosen to participate in the Summer Institute and what you expect to gain from this experience. Also state what interest you have in working with young children and any experience you have had in this area.

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